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ABSTRACT

A study conducted at William Rainey Harper College (WRHC) (Illinois) surveyed 1991 transfer-oriented students 1 year after they had accumulated at least 48 semester hours of credit to evaluate how well the students were prepared for transfer. All alumni meeting these criteria (N=904) were surveyed regarding their current status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on a 74% response rate, including the following: (1) about one-third of the respondents were employed full time and another third were working part time; (2) 57% were enrolled full time in college and 19% were enrolled part time; (3) 23.1% of the alumni did not transfer immediately, but, due to the higher cost of education, remained at WRHC; (4) the most popular alumni major was business, followed by education and engineering; (5) alumni received higher grade point averages at the transfer school; (6) a majority described their WRHC experience as positive and rated WRHC student services higher than those at their new institution; (7) the most popular transfer institutions were Northern Illinois, University of Illinois/Chicago, Illinois State, and Roosevelt; (8) the most beneficial WRHC courses were speech, career planning, English, education, psychology, math and business; (9) the most beneficial outcomes for alumni were communication skills, greater maturity and self-confidence; and (10) the least attained outcomes were managerial skills, and specific job knowledge and skills. (KP)

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Volume XXII, No. 12
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Follow-up Study of 1991 Harper College Transfer Alumni

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JC 940 477

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP 1991 TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, A 74 PERCENT RESPONSE RATE WAS ATTAINED.

THE COST OF ALUMNI ATTENDING COLLEGE CONTINUES TO INCREASE FASTER THAN THE COST OF LIVING. WITH THE STEADY INCREASE IN THE COST OF EDUCATION, A NUMBER OF THINGS ARE RESULTING. FIRST, ALMOST ALL STUDENTS ARE WORKING WHILE GETTING THEIR EDUCATION. A GOOD NUMBER OF THE ALUMNI ARE REMAINING AT HARPER RATHER THAN IMMEDIATELY TRANSFERRING TO A FOUR-YEAR INSTITUTION.

HARPER ALUMNI CONTINUE TO REPORT SUCCESS WHEN TRANSFERRING TO FOUR-YEAR INSTITUTIONS. THE RESULTS OF THE SURVEY REFLECT IMPROVED GPA AVERAGES AT THE NEW SCHOOL. MOST OF THE ALUMNI STATED THEIR EXPERIENCE AT HARPER WAS POSITIVE, WHICH HELPED PREPARE THEM FOR THE NEW INSTITUTION. THEY RATE HARPER SERVICES BETTER THAN AT THEIR NEW INSTITUTION. HARPER ALUMNI TEND TO TRANSFER TO ONE OF ILLINOIS STATE PUBLIC UNIVERSITIES WITH NORTHERN THE LEADER, BUT THE SECOND LARGEST TRANSFER RATE WAS TO A PRIVATE UNIVERSITY - ROOSEVELT.

AGAIN, MOST OF OUR ALUMNI TRANSFER INTO BUSINESS MAJORS. EDUCATION HAS REPLACED ENGINEERING AS THE SECOND MOST FREQUENT MAJOR. THE MOST BENEFICIAL COURSES AT HARPER CONTINUE TO BE SPEECH, CAREER PLANNING, ENGLISH, EDUCATION, PSYCHOLOGY, MATH AND BUSINESS. THE MOST BENEFICIAL OUTCOMES FOR ALUMNI CONTINUE TO BE COMMUNICATION SKILLS, BROADER HORIZONS AND GREATER MATURITY AND SELF CONFIDENCE. THE LEAST ATTAINED OUTCOMES WERE MANAGERIAL SKILLS AND SPECIFIC JOB KNOWLEDGE AND SKILLS.

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PURPOSE

The purpose of this study was to follow up all 1991 transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 904 transfer oriented students who reached 48 or more semester hours during the 1988-1989 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	269	29.8
Responses Received Over the Phone	399	44.1
Total Number of Responses	668	73.9
Refused to Answer	10	1.1
Non-Forwardable	37	4.1
Deceased	1	.1
Could not be Reached by Phone	188	20.8
Total	904	100.0

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Research in 1969 and modified over the years using input from vice presidents, deans, and directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a second mailing was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1991 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

The status of alumni has remained fairly stable over the years. About a third are employed full time and another third are employed part time. Some 57 percent are enrolled full time in college and another 19 percent are enrolled part time. Only 1/2 percent are unemployed and seeking employment while only 2-1/2 percent are unemployed and not enrolled in college by choice.

Most of our transferring alumni had business majors while at Harper which was comparable to past years. The other largest category reflected a humanities and liberal arts major. The other majors remained close to those reflected in past studies. About one in five are undecided when they leave Harper. About 35 percent of our alumni did not get a degree mostly because they had not met the requirements or were transferring. Most of the students were employed in the business or finance area, others were involved in office or clerical and sales. Twenty-nine percent of Harper alumni were employed in positions that are classified as beginning professionals. There was a noticeable increase in the number of alumni employed in semiskilled labor (40%) but a decrease in unskilled labor jobs. The upward trend of increased salaries continued in that the average salary of alumni rose to $23,000. This average salary is 58 percent higher than those earned by the 1979 alumni. Most of the alumni found their jobs on their own, or through family and friends. The jobs are generally in the northwest suburbs (77%) while other jobs were mainly in other Chicago suburbs. The 35 percent who were employed part time were doing so because they were attending college or were in some other temporary transitional stage.

Similar to previous surveys, alumni stated areas that benefited them most by attending Harper were in the communication areas - verbal, person to person, and written and in broadening their horizons and in maturity and self confidence. The least beneficial areas again were specific job knowledge, technical job skills, and managerial skills.

Most of Harper transferring alumni (60.5%) went to one of the public state universities in Illinois. The most prevalent school transferred to was Northern Illinois University. The most popular private school alumni transferred to was Roosevelt. In fact, Roosevelt was the fourth most popular school following University of Illinois/Chicago and Illinois State. This is the first time a private school ranked second in popularity for transfer students. Almost one-fourth of the alumni continuing their education remained at Harper College.

Consistent with past alumni, business was the most popular major at their new institution. Education has replaced engineering as the second largest major at the new school. In general, most alumni continued their Harper major at the new institution. The alumni found in most situations that their courses were easily transferred to their new school. In fact, 50.4 percent of them stated all their courses transferred. Of the alumni who found that courses did not transfer, one-third of them stated they did not investigate carefully enough the transfer requirements. Another 16 percent stated they were given misleading information and 15 percent changed majors. Again, Harper's alumni have fared well at the new institutions as 59 percent of them reported earning a GPA of 3.0 or better. Only 1-1/2 percent said they had a GPA of under 2.0. Only 40 percent of these same alumni earned a GPA of 3.0 or better while at Harper and their average GPA increased from 2.90 to 3.00 at the new institutions.

When comparing the performance of the transferring alumni at Illinois public universities with their Harper performance, the Harper alumni improved or maintained their GPA at every new institution with the exception of the University of Illinois at Champaign. For the period of the past eight studies, the cumulative statistics reflect the same pattern. The alumni which transfer to the University of Illinois at Champaign generally have better Harper GPA's than those that transfer to other schools.

The annual cost for the alumni attending school has steadily increased. The average cost per year reported by this survey was $6,171, 19 percent above the $5,204 reported in the last survey. This represents an increase of $3,200 over that reported by the 1979 alumni. The transfer students which are enrolled full time at their new institution reported their average cost as $7,298 compared to $1,609 by those remaining full time Harper students. Close to 70 percent of the full-time transfer students said the cost of their education was in the $5,000-$10,000 range, whereas, 72 percent of those remaining at Harper full time reported their cost at $1,500 or less. The continued increase in annual cost could explain the number of alumni remaining at Harper to attain their degree instead of or before transferring to a four-year school.

The vast majority of alumni stated their experiences at Harper were positive. The average rating of 3 aspects of Harper life was rated as better than very good, 6 aspects were rated as very good and 20 aspects were rated somewhere between very good and average. When comparing aspects of Harper with the same aspects at their new college, 18 areas were rated as better at Harper, 7 areas were rated about the same and 4 areas were rated better at their new college.

The alumni were surveyed to determine which were the most beneficial courses taken at Harper. Again Speech courses at Harper received the most favorable responses compared to negative responses. Other courses rated as highly beneficial were Career Planning, Psychology, Education, Business, Mathematics, and Social Science Courses. The alumni suggested they could have benefited from additional Vocational, Math and Social Science Courses.

DISCUSSION OF RESULTS (continued)

The survey reflected a favorable assessment of the Learning Resources Center. Less than 8 percent had negative experiences; however, consistent with the past, over a fourth of the alumni seldom used the LRC while at Harper College.

The alumni were questioned on their use of micro or terminal computers at Harper. Over 60 percent of the alumni used computers at one time or another. Not surprising, the most common courses involving the student use of computers were computer information systems and math/statistical courses. More than 60 percent of the alumni claimed using the computers helped them in their present situation, whereas 22 percent currently do not use computers. The prevalent problem in using the computers at Harper focused on the labs being too crowded or not enough machines available although only 10 percent mentioned any problems. When the alumni was asked how the use of computers have benefited them, they mostly responded by saying they can better use the computers on their jobs. Others said it gave them more confidence of computers and provided a clearer understanding of how they function. Many said they now use computers at their new school.

Over 50 percent of our alumni never made one single change in their educational or vocational goals while attending Harper. This percentage is consistent with our findings from the other surveys taken during the 1980's. Almost half who made some change did so as the result of discussions they had with counseling services. Another 29 percent of those that made changes were based upon their conversations with friends or family. Almost a fourth talked with faculty and another fourth were influenced by courses. Most of the alumni utilized academic advising services (75%) and about 87 percent of them stated the advice received was useful. Student Development advising was the common advising used by the alumni.

A high percentage of our alumni either did not qualify or require financial aid (83%). Although three fourths were satisfied with the services they received. Of those that asked for aid or veteran's benefits, 43 percent were turned down. There has been a continuing trend toward alumni working over 30 hours per week. The survey reported 30 percent of students were working over 30 hours. The number of alumni who worked over 30 hours per week has climbed steadily since 1979. The average hours worked per week remains at a high at 23 hours. With the increasing cost of education, there evidently is a corresponding need to work while attending Harper to pay for future education. Half of the alumni who worked while at Harper worked at jobs that were not related to their major field while at Harper. Involvement in student activities has remained fairly constant since 1983. About a fourth of the alumni participated and the average time alumni spent in extra curricular activities amounted to about 1-1/2 hours per week. The time alumni spend in informal hours on campus has dropped in the last two surveys from over 3 hours per week (in 1987 and before) to about 2-1/2 hours per week for the 1989 and 1991 groups. Over 95 percent of the alumni say they would recommend Harper College to friends.

Most of the alumni provided favorable comments about Harper. Their overall experience was beneficial, with many fine comments about the faculty. Most considered Harper being very valuable as a stepping stone to a four-year college. Most of the comments concerning improvements center around making Harper a four-year college, improving the parking and connecting the buildings.

MAJOR CONCLUSIONS

The cost of alumni attending college continues to increase faster than the cost of living. With the steady increase in the cost of education, a number of things are resulting. First, almost all students are working while getting their education. A good number of the alumni are remaining at Harper rather than immediately transferring to a four-year institution.

MAJOR CONCLUSIONS (continued)

Harper alumni continue to report success when transferring to four-year institutions. The results of the survey reflect improved GPA averages at the new school. Most of the alumni stated their experience at Harper was positive, which helped prepare them for the new institution. They rate Harper services better than at their new institution. Harper's alumni tend to transfer to one of the state public universities in Illinois with Northern the leader, but the second largest transfer rate was to a private university - Roosevelt.

Again, most of our alumni transfer into business majors. Education has replaced engineering as the second most frequent major.

The most beneficial courses at Harper continue to be Speech, Career Planning, English, Education, Psychology, Math and Business. The most beneficial outcomes for alumni continue to be communication skills, broader horizons and greater maturity and self confidence. The least attained outcomes were managerial skills, and specific job knowledge and skills.

SUMMARY OF RESULTS

Major Field While At Harper

	1979	1981	1983	1985	1987	1989	1991
Business	31.9	33.8	32.1	33.7	35.8	36.7	25.2
Undecided	--	--	--	--	--	--	19.8
Humanities and Liberal Arts	23.3	25.2	22.2	21.1	23.1	16.6	13.7
Education	2.2	2.5	6.2	1.9	5.6	7.0	8.9
Engineering	9.9	8.3	9.4	10.9	8.8	6.5	6.1
Psychology	1.5	2.0	3.7	5.2	4.0	5.8	5.6
Biological Sciences	9.0	6.4	5.5	7.6	4.4	3.9	4.4
Art	6.9	4.2	3.8	6.0	3.9	5.1	3.7
Other Social Sciences	2.5	3.8	2.5	1.5	3.0	3.9	2.7
Mathematics	2.0	.8	1.8	2.2	1.1	1.8	2.1
Premedical Field	3.1	2.3	3.7	3.3	3.8	3.3	1.9
Communications	.6	.6	1.2	.8	1.3	1.7	1.8
Pre-Law	1.1	.7	.4	.2	.4	.2	1.3
Physical Science	2.9	4.9	2.1	1.8	2.0	2.3	1.2
Physical Ed/Recreation	.3	1.9	2.5	1.3	.9	1.4	.9
Architecture	.9	.1	.1	.2	.4	2.1	.4
Music	1.9	2.5	2.8	2.3	1.5	1.9	.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	683	679	474	556	564	667

Present Status

	1979	1981	1983	1985	1987	1989	1991
Employed FT, not enrolled in college	10.2	18.2	20.1	28.3	21.6	16.9	18.0
Employed FT, enrolled in college part time	15.4	9.4	7.1	10.5	14.3	15.3	9.9
Employed FT, enrolled in college full time	4.0	3.1	1.9	2.1	3.0	4.8	5.4
Enrolled in college FT, employed part time	20.0	18.9	17.8	17.2	24.3	28.4	24.7
Enrolled in college FT, not employed	34.3	33.4	39.8	29.1	28.1	21.7	26.8
Enrolled in college PT, employed part time	5.3	4.2	5.3	3.6	3.6	4.4	6.6
Employed PT, not enrolled in college	2.8	6.4	3.5	3.3	2.4	2.5	3.3
Enrolled PT, not employed	5.6	2.9	2.4	1.0	.5	2.8	2.4
Armed Forces	0	.4	.1	0	.1	0	0
Unemployed, not enrolled but seeking employment	.6	1.9	.9	2.1	.5	.2	.5
Homemaker	.6	.6	.7	1.3	1.1	1.2	.4
Unemployed or not enrolled, other situations	1.2	.6	.4	1.5	.5	1.8	2.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	683	681	477	630	567	667

Educational Goals	1979	1981	1983	1985	1987	1989	1991
Presently enrolled FT in college	58.3	55.4	59.5	48.4	55.7	55.2	57.3
Presently enrolled PT in college	26.2	15.8	14.7	15.1	18.5	20.3	18.5
Plan to return to college next year	5.3	13.6	11.5	9.7	8.8	10.7	9.9
Plan to return to college some day	4.3	6.5	5.4	13.7	10.2	6.9	7.8
Enrolled now in specific training program	.3	.8	.4	.4	.2	1.1	.8
Have no plans at present to continue education	2.5	1.9	3.8	6.7	3.7	2.0	1.4
Educational plans unknown	3.1	6.0	4.7	6.0	2.9	3.8	4.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	682	681	634	625	551	666
Graduation from Harper							
Associate in Applied Science	5.9	1.8	2.9	2.7	.8	.7	1.1
Associate in Science	19.2	23.6	19.4	19.5	15.1	13.1	10.4
Associate in Arts	41.8	29.5	31.4	41.0	47.7	47.3	50.7
Associate in Liberal Studies	.3	0	.3	.2	.3	0	0
Combination of Degrees	2.8	1.6	1.2	3.2	1.4	2.7	1.1
Certificate	.6	.9	.3	1.1	1.1	1.4	1.7
No Degree or Certificate	29.4	42.6	44.5	32.3	33.6	34.8	35.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	323	682	681	476	642	566	662
Reasons For Not Getting Degree							
Preferred transferring to another college	31.6	24.1	35.8	35.7	34.3	25.9	36.4
Still enrolled at Harper	37.9	15.7	10.9	7.5	19.7	14.0	22.6
Did not meet all the requirements yet	7.4	37.5	39.9	36.7	22.7	34.4	20.7
Had taken all courses I originally wanted to take	3.1	4.1	1.0	2.6	6.9	3.7	3.9
Did not bother to petition	--	--	1.3	0	0	1.6	3.5
Job Demand	0	.7	1.2	3.6	3.9	1.6	3.4
Did not want degree	5.2	8.9	4.9	8.8	4.2	4.8	2.2
Harper offered no further courses I wanted	1.1	1.7	.5	1.3	.8	1.6	1.3
Educational goals were not defined	1.0	2.5	.7	1.6	2.4	4.5	1.2
Saw no relationship between courses and my personal, occupational or educational goals	1.1	.3	.3	.3	1.7	1.3	1.0
GPA was too low	0	0	0	.6	0	0	.9
Moved	0	.9	.7	0	.1	2.4	.7
Personal problems	2.1	.5	.3	1.6	1.5	.3	.6
New job opportunity	0	.3	1.5	.7	.9	.3	.6
Transportation Problems	0	0	0	0	0	0	.4
Courses needed not offered at convenient times	0	0	0	0	0	0	.4
Family responsibilities	0	.7	.7	1.6	.9	2.6	.2
Left Harper without transferring to another institution or specifying why they did not complete a degree at Harper	9.5	1.7	.3	0	0	1.1	0
Problem in financing further education	0	.4	0	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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EMPLOYMENT

Classification of Present Occupation

	1979	1981	1983	1985	1987	1989	1991
Business or Finance	20.7	12.1	16.9	14.6	17.5	16.5	20.3
Office or Clerical	14.0	11.5	9.9	15.3	13.0	16.1	13.1
Sales	6.2	7.1	10.1	8.1	8.1	10.2	11.3
Food Service	7.8	10.6	10.8	7.8	7.7	6.1	9.0
Retail Stores	14.9	13.4	9.9	10.0	10.2	7.9	6.1
Educational	5.0	3.7	4.4	3.4	5.0	4.3	5.9
Unskilled/Custodial	--	5.3	3.7	2.9	7.3	6.1	5.6
Medical Fields	6.2	4.4	4.7	7.6	5.6	3.7	5.4
Trades	9.1	4.3	5.5	5.7	6.8	5.1	5.0
Engineering or Related Technology	3.3	4.3	3.2	5.5	5.5	3.5	4.3
Factory/Semiskilled	3.3	7.3	2.6	3.6	2.2	3.9	3.2
Computer Field	--	3.1	3.7	3.8	3.1	4.6	2.3
Legal, Governmental or Political	3.3	1.7	2.4	.8	.9	2.0	2.3
Police/Fire/Security	--	1.5	2.6	.6	.8	1.0	1.6
Transportation	0	2.1	2.4	1.3	.3	2.4	1.3
Social or Religious	1.2	2.0	1.1	2.9	2.7	1.7	1.3
Communication or Entertainment	1.7	2.4	2.8	3.3	.8	1.0	1.1
Agricultural or Environmental	.4	.5	1.6	.5	.3	.7	.5
Scientific	2.5	.9	.5	.8	.5	1.1	.2
Art or Humanities	.4	1.8	1.2	1.5	.6	1.0	.2
Other	0	0	0	0	1.1	1.1	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	121	399	379	308	429	410	443

Level of Employment

Status Rating	Status Description	1979	1981	1983	1985	1987	1989	1991
1	Unskilled labor	13.5	11.7	7.4	6.3	14.0	7.6	8.5
2	Semiskilled labor	25.4	33.2	29.1	25.5	25.7	33.5	40.3
3	Technical/Skilled labor, foreman	17.8	17.9	16.7	15.9	15.7	16.6	13.9
4	Beginning Professional	31.9	29.9	35.7	42.2	34.1	33.2	28.5
5	Experienced professional second line supervision	10.3	7.0	10.1	9.1	7.5	7.9	7.1
6	Researcher/Middle Management	.6	.3	.5	.7	.5	1.3	1.2
7	Vice President Level or Higher	.5	0	.5	.3	2.5	0	.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	185	394	378	302	422	397	424
	Mean Status Rating	3.04	2.88	3.16	3.26	3.07	3.04	2.91

Reason Harper Alumni Work Part Time - 1991

Prefer to work part time	8.8
Could not find a full-time job in their field and part-time was only way to stay in field	2.2
Could not find any full-time job and part-time was next best alternative	1.8
Part-time job is temporary during a transitional time in life of alumni	87.2
Total	100.0
Number of Respondents	226

Relatedness of Job to Major at Harper

Index	Degree of Relatedness	1979	1981	1983	1985	1987	1989	1991
3	Identical	13.9	7.7	10.8	14.6	10.5	8.9	9.3
2	Closely Related	22.5	16.5	15.8	19.2	17.7	18.3	15.2
1	Somewhat Related	20.8	23.0	17.4	26.3	10.8	19.0	23.9
0	Not Related	42.8	52.8	56.0	39.9	51.0	53.8	51.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	182	405	379	308	433	405	440
	Mean Relatedness Index	1.07	.79	.82	1.08	.88	.82	.82

Annual Salary Range

Under $7,000	1. 2	.6	1.2	3.1	1.3	3.8	.6
$ 7,000 - $ 8,999	9.5	3.3	4.7	1.5	2.7}	2.7}	1.1
$ 9,000 - $ 9,999	15.5	6.1	4.1	3.0	1.3}	}	
$10,000 - $11,999	19.0	13.3	14.1	12.9	8.0}	18.9}	11.7
$12,000 - $14,999	15.5	25.0	18.2	18.2	15.9}	}	
$15,000 - $19,999	15.0	28.9	25.9	25.7	25.7	22.2	37.2
$20,000 - $24,999	7.1	13.9	17.7	23.5	20.8	24.3	21.7
$25,000 - $29,999	6.0	3.9	9.4	7.6	11.1	11.9	10.5
$30,000 - $39,999	1.2	3.3	4.7	3.0	10.2	11.4	11.7
$40,000 - $49,999	0	1.7	0	1.5	.9	3.8	2.2
$50,000 - $59,999	0	0	0	0	2.2	1.1	2.2
$60,000 and over	0	0	0	0	0	0	1.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	84	180	170	132	226	185	180
Mean Salary	$14497	$16881	$17588	$18062	$20765	$21676	$22906
Median Salary	$12923	$15238	$16477	$17132	$19008	$20444	$19925

Areas That Benefited Students While at Harper College

	1987		1989		1991	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	144	1.15	139	1.27	161	1.32
Verbal Communication Skills	146	1.25	142	1.23	165	1.32
Maturity and Self Confidence	143	1.19	142	1.15	164	1.24
Written Communication Skills	146	1.16	142	1.19	162	1.24
Person-to-Person Communication Skills	142	1.20	140	1.16	166	1.22
Managerial Skills	139	.76	136	.75	156	.67
Specific Job Knowledge	145	.59	142	.65	159	.65
Technical Job Skills	143	.52	137	.54	157	.52

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1981	1983	1985	1987	1989	1991
Found my job all on my own	38.2	27.5	29.4	21.2	24.9	28.7
Family, relative, or friend helped me	25.4	23.9	31.4	31.6	35.7	25.7
Newspaper	12.0	11.2	16.4	19.8	15.9	16.0
Working on same job which I had before enrolling at Harper	12.5	20.2	10.3	7.7	8.6	14.4
Harper Placement office helped me	0	.6	.5	5.2	4.3	4.7
Another college helped me	.8	1.1	2.3	1.9	.4	2.8
Employment agency	4.4	2.5	3.7	3.3	3.4	2.2
Temporary employment service	0	0	.3	.7	1.2	1.9
Employer approached student	0	0	.6	2.2	2.4	1.3
Faculty member helped me	.8	3.4	.5	1.2	2.0	1.1
Professional Association	--	--	--	.2	0	.6
Coordinator of my program	1.3	0	1.3	.2	.7	.4
Internship program at Harper	0	0	.2	.2	.5	.2
Self-Employed/Family Business	--	--	--	3.3	0	0
State Job Service	2.6	5.1	2.0	.8	0	0
Other college staff or offices helped	.8	1.7	0	.5	0	0
Armed Services	0	0	.3	--	0	0
Public library, park district, community theater, high school, church	.8	1.7	.3	--	0	-
Employer referral	.2	1.1	0	--	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	388	178	306	425	402	464

Geographic Location of Jobs

Job Location	Distance Index	1981	1983	1985	1987	1989	1991
Downtown	2	4.2	3.4	8.0	5.5	3.5	2.7
Outer fringes of Chicago	1	3.1	4.1	3.4	1.3	2.7	1.6
Northwest Suburbs	0	72.7	78.8	70.1	66.8	75.7	77.3
Other Chicago Area Suburbs	1	9.5	7.1	7.3	17.2	11.7	13.0
Within 40-100 miles of Harper	3	5.6	2.1	7.0	2.2	3.2	1.3
100-500 miles away	4	3.4	1.3	2.6	3.1	1.7	1.6
More than 500 miles away (1989 - Outside Illinois)	5	1.5	3.2	1.6	3.9	1.5	2.5*
		100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		405	379	308	434	405	445
Mean Distance Index		.59	.46	.66	.70	.45	.43

* Three in Texas - Others: One each in Ohio, Arizona, Michigan, Indiana, Wisconsin Nebraska, Maryland and Florida

EDUCATION INFORMATION

College or University Enrolled In

	All Alumni Enrolled in College						
	1979	1981	1983	1985	1987	1989	1991
Harper	41.3	22.1	22.6	14.0	20.3	22.2	23.1
Northern Illinois	14.8	21.3	15.4	15.7	16.6	22.0	20.3
University of Illinois/Chicago	3.3	4.1	5.5	10.0	5.0	4.9	7.0
Illinois State	5.9	6.1	7.1	5.3	8.2	4.7	6.6
Roosevelt	1.8	4.9	3.4	6.8	6.0	8.4	6.0
Northeastern Illinois	1.5	3.1	4.0	3.0	3.7	4.4	5.2
Eastern Illinois	4.4	2.0	4.0	3.7	4.1	2.8	4.6
Other Colleges	8.5	9.6	8.3	6.4	8.7	6.3	4.4
University of Illinois/Champaign	4.4	6.8	6.3	8.0	4.5	2.8	3.2
DePaul	1.1	1.8	2.4	3.2	4.6	3.7	3.0
Elmhurst	1.5	2.3	1.8	2.7	2.8	2.6	2.8
Loyola	1.9	3.5	2.2	2.3	2.8	3.5	2.2
Western Illinois	1.5	1.6	3.2	2.0	.9	2.6	2.0
Southern Illinois	3.7	1.9	3.0	6.0	3.0	2.1	1.6
Columbia College	0	.6	.6	.3	2.8	1.9	1.2
University of Wisconsin, Milwaukee	0	0	0	0	0	0	.8
University of Iowa	.4	.6	1.2	.7	.7	.5	.6
Illinois Benedictine	0	0	0	0	.2	.2	.6
Art Institute of Chicago	.3	.2	0	.7	.4	0	.6
Sangamon State	0	0	0	0	.2	0	.6
Ray Vogue College of Design	0	0	.2	0	.5	.5	.4
IIT	0	.6	0	0	.7	.2	.4
University of Arizona	.4	0	.2	0	.4	.2	.4
Bradley	.7	.8	1.6	.7	7	0	.4
University of Wisconsin/Madison	1.5	1.0	.4	.7	.7	0	.4
Barat College	0	0	.6	1.0	0	0	.4
National Louis University	0	0	0	.3	0	0	.4
Arizona State University	.7	.9	1.0	.3	.7	.7	.2
Western Michigan	0	.2	.6	0	0	.7	.2
Triton	.4	0	.2	1.0	.2	.2	.2
Trinity College	0	.8	.2	.3	.1	0	.2
Oakton	0	0	0	.7	.2	.5	0
College of Dupage	0	.6	0	0	.1	.5	0
Lake Forest College	0	0	.8	.3	0	.5	0
University of Wisconsin/Whitewater	0	.2	.2	.7	.2	.2	0
National College of Education	0	.4	.2	.6	0	.2	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	271	489	504	300	463	427	499

EDUCATION INFORMATION (continued)

College or University Enrolled In

Only Alumni Who Left Harper College

	1979	1981	1983	1985	1987	1989	1991
Northern Illinois	25.2	27.3	20.0	18.2	20.9	28.3	26.3
University of Illinois/Chicago	5.6	5.2	7.2	11.6	6.2	6.3	9.1
Illinois State	10.1	7.9	9.2	6.2	10.3	6.0	8.6
Roosevelt	3.1	6.3	4.4	7.9	7.6	10.8	7.8
Northeastern Illinois	2.6	3.9	5.1	3.5	4.6	5.7	6.8
Eastern Illinois	7.5	2.6	5.1	4.3	5.2	3.6	6.0
Other Colleges	14.4	12.1	10.7	7.4	10.9	8.1	5.7
University of Illinois/Champaign	7.5	8.7	8.2	9.3	5.7	3.6	4.2
DePaul	1.9	2.4	3.1	3.7	6.0	4.8	3.9
Elmhurst	2.5	2.9	2.3	3.1	3.5	3.3	3.6
Loyola	3.2	4.5	2.8	2.7	3.5	4.5	2.8
Western Illinois	2.6	2.1	4.1	2.3	1.1	3.3	2.6
Southern Illinois	6.3	2.4	3.8	7.0	3.8	2.7	2.1
Columbia College	0	.8	.8	.4	3.5	2.4	1.6
University of Wisconsin, Milwaukee	0	0	0	0	0	0	1.0
University of Iowa	.6	.8	1.5	.8	.8	.6	.8
Art Institute of Chicago	.6	.3	0	.8	.6	0	.8
Sangamon State	0	0	0	0	.3	0	.8
Illinois Benedictine	0	0	0	0	.3	.3	.8
IIT	0	.8	0	0	.8	.3	.5
University of Arizona	.7	0	.3	0	.6	.3	.5
Bradley	1.3	1.0	2.1	.8	.8	0	.5
University of Wisconsin	2.5	1.3	.5	.8	.8	0	.5
Barat College	0	0	.8	1.1	0	0	.5
National-Louis University	0	0	0	.4	0	0	.5
Ray Vogue College of Design	0	0	.3	0	.5	.6	.5
Arizona State University	1.2	1.2	1.3	.4	.8	.9	.3
Western Michigan	0	.3	.8	0	0	.9	.3
Triton	.6	0	.3	1.1	.3	.3	.3
Trinity College	0	1.0	.3	.4	0	0	.3
Oakton	0	0	0	.8	.3	.6	0
Lake Forest College	0	0	1.0	.4	0	.6	0
College of DuPage	0	.8	0	0	0	.6	0
University of Wisconsin/Whitewater	0	.3	.2	.8	.3	.3	0
National College of Education	0	.5	.2	.8	0	.3	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	159	381	390	258	368	332	384

Other Colleges or Universities Enrolled in by 1991 Transfer Alumni

Miami University
Rosary
Westmont
University of North Florida
North Central
Taylor
University of Nebraska/Omaha
Northwestern
Governors State
Rockford
Illinois Wesleyan
Aurora
SMU
Amer. Society of Quality Control Institute
Mesa Jr. College
Northern Michigan
Ferris State
Winona State
Brookhaven
Eckerd (Florida)
University of Michigan
Maryland
Nat'l. Chiropractic

Class Standing

Class Level	Level	1979	1981	1983	1985	1987	1989	1991
Freshman	1	.7	.2	.6	.7	.7	1.2	1.5
Sophomore	2	21.6	16.7	17.1	7.3	14.2	13.9	17.3
Junior	3	56.4	62.5	69.2	47.0	38.5	51.2	58.8
Senior	4	19.8	17.7	10.5	38.0	41.2	32.0	21.4
Professional School	5	.4	1.9	1.2	.7	.4	0	.6
Graduate School	5	0	.2	1.0	4.7	2.4	.2	.4
Unclassified		1.1	.8	.4	.8	2.6	1.5	0
Number of Responses		273	486	504	299	459	410	481
Average Class Level		2.97	3.05	2.97	3.41	3.24	3.16	3.03

Present Major Field	1979	1981	1983	1985	1987	1989	1991
Business	37.1	33.0	34.2	31.7	35.6	32.6	24.4
Education	4.6	4.7	6.6	3.5	6.6	9.8	14.1
Other Social Sciences	3.5	6.0	5.6	4.7	5.8	7.7	8.7
Psychology	2.7	4.2	5.3	5.4	5.5	6.9	8.1
Engineering and Technology	11.6	11.0	9.5	13.5	7.9	4.6	6.5
English/Literature/Speech/Theater	1.1	2.4	2.4	3.5	4.0	7.0	5.2
Biological Sciences	6.5	3.8	4.7	6.0	2.6	4.5	4.6
Undecided	0	0	0	0	0	0	4.6
Medical and Health Fields	7.0	5.6	5.5	7.0	4.9	3.8	4.4
Humanities and Liberal Arts	5.1	4.9	3.4	4.0	5.4	2.1	4.0
Art	5.1	3.8	3.4	3.7	4.0	4.1	3.8
Physical Education & Recreation	1.6	2.5	1.8	2.0	1.4	.9	2.2
Law Related	1.6	2.4	.6	.3	1.6	1.0	1.8
Computer Science	1.1	4.6	3.8	3.4	3.0	3.6	1.6
Physical Science	2.7	2.4	1.0	1.0	3.2	1.4	1.2
Mathematics	1.1	1.3	1.6	1.7	1.5	1.1	1.2
Architecture	0	.4	.4	.7	.5	1.1	1.2
Language	.6	1.4	.1	.3	1.0	.5	1.0
Other	0	0	0	0	.2	2.8	.4
Journalism	1.9	1.9	5.7	3.3	3.2	1.1	.4
Music	1.9	1.2	2.6	1.3	.3	.9	.4
Home Economics	1.6	1.3	1.0	1.0	1.0	.3	.2
Food Service & Hotel Management	0	.2	.6	.3	0	.7	0
Agriculture and Conservation	1.6	1.0	.2	1.7	.7	.2	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	185	489	503	299	455	435	497

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1979	1981	1983	1985	1987	1989	1991
3	Identical	46.8	39.2	46.8	38.5	41.9	45.0	39.6
2	Closely Related	30.2	29.5	24.5	29.1	21.9	22.0	21.5
1	Somewhat Related	14.9	20.8	17.5	18.6	20.7	18.1	21.3
0	Not Related	8.1	10.5	11.2	13.6	15.5	15.0	17.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		235	482	498	290	444	387	381
Mean Relatedness		2.16	1.97	2.07	1.92	1.90	2.24	1.83

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1979	1981	1983	1985	1987	1989	1991
0 - 20 percent	1.3	1.4	1.0	.4	1.9	1.4	1.3
20 - 40 percent	.9	1.4	1.0	2.2	.8	.9	1.8
40 - 60 percent	2.3	3.1	1.9	2.2	1.9	3.1	1.8
60 - 80 percent	7.2	6.1	6.0	6.3	5.8	6.8	5.6
80 - 90 percent	9.4	10.6	15.3	13.0	9.6	13.1	13.6
All but 2 or 3 courses	12.6	14.6	16.9	15.7	15.3	13.1	15.7
All but one course	11.6	13.9	13.1	14.1	12.0	11.1	9.8
Transferred all courses	54.7	48.9	44.8	46.1	52.7	50.6	50.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	223	424	413	270	366	352	389
Mean percent of courses Transferred	91.3	90.2	90.6	90.5	92.5	91.6	90.5

Reasons Provided for Courses Not Transferable	1987	1989	1991
Did not investigate carefully enough the transfer requirements	30.0	18.9	33.9
Was given misleading transfer information while at Harper College	12.9	14.5	16.1
Changed major at Harper or upon transfer	8.8	11.9	14.9
Changed mind while at Harper about college to which I would transfer	10.6	5.7	7.7
Did not expect classes to transfer	13.5	5.0	7.7
Classes were too remedial	8.8	17.0	7.1
Limited to the number of credits transferable	--	3.8	4.8
Classes did not transfer due to grades	2.9	1.9	2.4
Did not know why classes did not transfer	2.9	14.5	1.2
Would not accept less than 2 credit hr. courses	--	--	1.2
Classes were not comparable for transfer	9.4	6.3	.6
Did not have an associate degree	--	--	.6
Would not accept CLEP credits	--	--	.6
Harper not nationally certified for education	--	--	.6
Courses too similar - could not transfer all of them	--	--	.6
Required a test to accept course	--	.6	--
Total	100.0	100.0	100.0
Number of Responses			168

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper

Present College	1979	1981	1983	1985	1987	1989	1991
Percent of students who earned a 3.0 cumulative GPA or better	63.9	60.5	57.2	56.9	60.0	67.1	58.9
Percent of students who earned below a 2.0 cumulative GPA	2.1	2.6	1.3	2.2	1.5	.6	1.4
Mean cumulative GPA	3.03	3.00	3.00	3.01	2.99	3.12	3.00
Number of Respondents	238	352	458	137	340	319	353

While at Harper College	1979	1981	1983	1985	1987	1989	1991
Percent of students who earned a 3.0 cumulative GPA or better	62.7	54.8	53.3	61.3	35.0	48.3	40.2
Percent of students who earned below a 2.0 cumulative GPA	.8	2.4	1.3	.7	2.4	3.1	1.7
Mean Cumulative GPA	3.03	2.93	2.96	3.05	2.80	2.91	2.90
Number of Respondents	236	383	460	137	340	319	353

Annual Cost	1979	1981	1983	1985	1987	1989	1991
Less than $500	9.9	9.3	7.8	4.3	10.8	13.6	6.5
$ 500 - $ 1,000	8.1	10.8	8.7	6.8	6.2	7.4	5.5
$ 1,000 - $ 1,500	3.7	7.0	6.0	3.1	5.0	4.9	4.6
$ 1,500 - $ 2,000	4.3	6.2	3.9	5.0	3.3	2.2	3.0
$ 2,000 - $ 2,500	8.1	4.9	4.3	4.3	3.1	2.5	6.0
$ 2,500 - $ 3,000	14.3	5.1	6.6	3.1	4.2	4.2	5.5
$ 3,000 - $ 4,000	28.6	17.6	13.6	11.2	8.0	5.7	7.5
$ 4,000 - $ 5,000	12.4	17.0	17.1	16.8	9.4	6.2	4.0
$ 5,000 - $ 6,000	(10.6	11.3	15.9	16.2	14.3	10.9	9.1
$ 6,000 - $ 7,000	(	6.6	5.4	14.9	13.6	12.8	6.5
$ 7,000 - $ 8,000	(	3.2	4.1	3.1	8.0	10.6	14.6
$ 8,000 - $10,000	(	.8	4.5	6.2	6.6	8.4	9.1
$10,000 - $12,000	(	.2	2.1	3.1	4.0	4.4	9.1
$12,000 - $15,000	(	0	0	1.9	3.0	4.4	5.5
$15,000 - $20,000	--	--	--	--	.5	1.7	2.5
Over $20,000	--	--	--	--	--	--	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	161	471	485	161	426	405	199
Mean cost per year	$2927	$3324	$3919	$4734	$4892	$5204	$6171

Cost of Present College - Full-Time Students

	All Alumni		Alumni at Harper	Alumni Leaving	
	1989	1991	1989 and 1991	1989	1991
Less than $500	5.5	1.3	41.4	1.5	1.4
$ 500 to $ 1,000	2.0	1.3	10.3	1.1	1.3
$ 1,000 to $ 1,500	4.1	2.0	20.7	2.6	1.4
$ 1,500 to $ 2,000	1.7	2.0	6.9	1.1	2.0
$ 2,000 to $ 2,500	1.7	5.3	6.9	1.9	4.1
$ 2,500 to $ 3,000	3.8	7.2	0	4.1	7.5
$ 3,000 to $ 4,000	5.5	8.5	3.5	5.6	8.8
$ 4,000 to $ 5,000	7.8	5.3	6.9	8.6	4.1
$ 5,000 to $ 6,000	14.0	9.9	0	15.2	10.2
$ 6,000 to $ 7,000	16.7	7.2	0	18.2	7.5
$ 7,000 to $ 8,000	13.0	17.8	0	14.1	18.4
$ 8,000 to $10,000	11.3	10.5	0	12.3	10.9
$10,000 to $12,000	5.8	11.2	3.4	5.9	11.6
$12,000 to $15,000	5.5	5.9	0	5.9	6.1
$15,000 to $20,000	1.7	3.3	0	1.9	3.4
Over $20,000	0	1.3	0	0	1.3
Total	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$6,284	$7,155	$1,609	$6,724	$7,298
Number of Responses	293	152	29	269	147

Cost of Present College - Part-Time Students

	Percent		Alumni at Harper		Alumni Leaving	
	1989	1991	1989	1991	1989	1991
Less than $500	34.8	22.2	57.6	36.0	9.4	5.0
$ 500 to $ 1,000	21.4	20.0	25.4	32.0	17.0	5.0
$ 1,000 to $ 1,500	7.1	13.3	6.8	16.0	7.5	10.0
$ 1,500 to $ 2,000	3.6	6.7	1.7	0	5.7	15.0
$ 2,000 to $ 2,500	4.5	8.9	0	8.0	9.4	10.0
$ 2,500 to $ 3,000	5.4	0	1.7	0	9.4	0
$ 3,000 to $ 4,000	6.3	4.5	3.4	0	9.4	10.0
$ 4,000 to $ 5,000	1.8	0	0	0	3.8	0
$ 5,000 to $ 6,000	2.7	6.7	0	0	5.7	15.0
$ 6,000 to $ 7,000	2.7	2.2	0	0	5.7	5.0
$ 7,000 to $ 8,000	4.5	2.2	0	0	9.4	5.0
$ 8,000 to $10,000	.9	6.7	0	4.0	1.9	10.0
$10,000 to $12,000	.9	2.2	0	0	1.9	5.0
$12,000 to $15,000	1.8	4.4	1.7	4.0	1.9	5.0
$15,000 to $20,000	1.8	0	1.7	0	1.9	0
Over $20,000	0	0	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$2,377	$3,000	$1,242	$1,664	$3,642	$4,695
Number of Responses	112	45	59	25	53	20

Honors Programs Participated in at Present College

- Phi Theta Kappa - 2
- Honors Program - 4
- Field Trips
- Psy Chi (Honors for Psychology)
- Tri Beta (Honors for Biology)
- Beta Gamma Sigma (National Business Honors)
- Alpha Epsilon Delta (Honors Society for Pre-Med)
- Beta Alpha Psi (Honorary Accounting Fraternity)
- Golden Key Society of Scholarships to Travel Abroad
- Spanish Honors Society
- Volunteer Work

Performance of Harper Students at Other Institutions

	1977				1979			
	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern	13	2.81	3.24	+.43	8	2.73	2.75	+.02
Eastern Illinois	2	3.30	3.40	+.10	11	2.85	2.65	-.20
Univ.of Ill./Chicago	16	2.93	3.14	+.21	12	2.97	2.98	+.01
Southern Illinois	19	2.89	2.96	+.08	13	3.22	3.26	+.15
Western Illinois	5	2.86	3.24	+.38	6	2.87	2.93	+.06
Illinois State	15	2.84	3.01	+.17	22	2.86	3.02	+.16
Northern Illinois	72	2.83	2.83	0	46	3.07	3.00	-.07
Univ.Ill./Champaign	15	3.23	2.92	-.31	18	3.41	2.87	-.54
All new Institutions	218	2.92	2.98	+.06	238	3.03	3.03	0
	1981				1983			
Northeastern	15	2.89	3.13	+.24	19	2.89	3.42	+.53
Eastern Illinois	10	2.62	2.96	+.34	20	2.67	3.15	+.48
Univ.of Ill./Chicago	20	3.09	3.11	+.02	27	2.93	3.17	+.24
Southern Illinois	9	2.98	3.09	+.11	16	2.75	2.88	+.13
Western Illinois	8	2.80	2.62	-.18	16	2.50	2.80	+.30
Illinois State	30	2.86	2.97	+.11	36	2.80	2.72	-.08
Northern Illinois	104	2.89	2.91	+.02	77	2.95	2.83	-.12
Univ.Ill./Champaign	33	3.23	3.00	-.23	31	3.25	3.12	-.13
All new Institutions	383	2.93	3.00	+.07	460	2.96	3.00	+.04
	1985				1987			
Northeastern	4	2.80	3.25	+.45	16	2.77	3.24	.47
Eastern Illinois	7	2.61	2.80	+.19	18	2.67	3.00	.33
Univ.of Ill./Chicago	17	3.39	3.13	-.26	20	2.94	2.98	.04
Southern Illinois	10	2.88	2.94	+.06	13	2.55	2.69	.14
Western Illinois	2	2.99	3.10	+.11	4	2.27	2.70	.43
Illinois State	9	2.95	2.91	-.04	34	2.66	2.79	.13
Northern Illinois	27	3.03	2.84	-.19	73	2.85	2.85	.00
Univ.Ill./Champaign	15	3.44	3.03	-.41	19	3.21	2.99	-.22
All new Institutions	137	3.05	3.01	-.04	340	2.80	2.99	.19
	1989				1991			
Northeastern	16	2.92	3.34	+.42	26	2.98	3.18	+.20
Eastern Illinois	11	2.82	3.02	+.20	23	2.82	3.03	+.21
Univ.of Ill./Chicago	20	3.03	3.55	+.52	30	2.98	3.09	+.11
Southern Illinois	9	2.61	2.89	+.28	8	2.86	2.90	+.04
Western Illinois	10	2.66	3.10	+.44	9	2.57	2.87	+.30
Illinois State	18	2.78	2.88	+.10	32	2.68	2.64	-.04
Northern Illinois	84	2.95	2.98	+.03	84	2.93	2.88	-.05
Univ.Ill./Champaign	12	3.46	3.46	0	14	3.37	3.14	-.23
All new Institutions	318	2.91	3.12	+.21	226	2.91	2.94	+.03

Average of Past Eight Studies

College	N	Harper GPA	Other GPA	Change
Northeastern	117	2.87	3.22	+.35
Western Illinois	60	2.65	2.91	+.26
Eastern Illinois	102	2.74	2.99	+.25
University of Illinois/Chicago	162	3.02	3.15	+.12
Southern Illinois	97	2.84	2.95	+.11
All new institutions	2,320	2.93	3.01	+.08
Illinois State	196	2.78	2.83	+.05
Northern Illinois	567	2.92	2.89	-.03
University of Ill./Champaign	157	3.30	3.05	-.25

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult

Grouped By School Transferred to:

Northern Illinois
- All my classes transferred and I entered as a junior - this saved me money.
- Your compact agreement with NIU made it very easy.
- Receiving AA made transfer easy.
- The counselors helped me through encouraging me to finish my associates - that way all credits would transfer.
- Made the transition from high school to college much easier. Could handle the harder workload at NIU much better.
- Harper did not have all the correct information about required courses.
- I received a scholarship that pays for tuition, room and board, books and fees.
- My whole associate degree transferred with all my credit hours.
- Courses transferred easily.
- Yes, the compact benefits agreement between Harper and NIU made my admissions/acceptance easier.
- Easier in the way that Harper had a compact agreement with NIU and Harper had an NIU representative come down to answer questions.
- Harper gave me outline descriptions of a few of my courses.
- The counselors were very helpful.
- All classes transferring was great.
- Being able to fulfill all general education requirements.
- Being a Student Ambassador, speaking with advisors, using NIU booklets, etc.
- Yes, staying in touch with the counselors concerning my transfer to a 4-year college.
- Difficult - I could not receive any information from Harper - I had to find it all on my own.
- The course books available showing NIU/Harper compatible classes were most helpful.
- Yes, the program Harper had with Northern Illinois University helped me transfer all my classes with no questions asked.
- Compact agreement made it easier.
- My AA courses transferred without any problem.

University of Illinois, Circle
- Good counselor/Francis Brantley/broad range of courses taken I knew would transfer.
- It was easier to assimilate into college atmosphere rather than starting a 4-year school right out of high school.
- DORS pays approximately $5,000 per year - my personal expenses are $1,000 - $1,500.
- The classes that I was told to take at Harper were not accepted by UIC.

University of Illinois, Champaign
- The counselors discouraged me from applying; however, did get accepted. Help was hard to find when trying to transfer to U of I. Only 1 person was knowledgeable enough to inform me about the transfer. She was not very encouraging either.
- Working with an advisor helped make the transfer go more smoothly.
- Simply attending Harper prepared me for college work.

Southern Illinois
- Easy access to transcripts

Harper
- Compact agreement with NIU really helped.
- The counselors guidance as to what courses would transfer helped a lot.
- A counselor that is knowledgeable in the specific college that I am transferring to - U of I - Francis Brantley
- I spent too much money in Harper for education. I cannot possibly go to a four year college any more because of financial problems.

xperiences at Harper Which Aided the Transfer
rocess or Which Made it More Difficult (continued)

Grouped By School Transferred to:

Illinois State
- Joining activities helped make my transition easier.
- The classes I took helped me a lot.
- Associates in Arts made it easier to transfer to a 4-year university.
- Made adjustment easier.
- I received my associates degree and ISU takes whole degree/compact agreement.
- The compact agreement with Harper and ISU helped tremendously.

Loyola
- Difficult because I spent my first year at Loyola making up for the 2 years at Harper.

Roosevelt
- There was little help with filling out applications - the basic procedures were assumed to be known. I had a hard time knowing where to start looking at schools to transfer to and how to make my final decision - not enough quality counseling.
- I had no trouble transferring to Roosevelt.
- I went to see a counselor and he was very helpful.
- Advising Center had plenty of information from 4-year schools regarding requirements. This made it much easier to plan my program accordingly.
- Very pleasant.
- Roosevelt transfer scholarship - $6,000 per year - renewable.

Iowa
- The counselors were not very helpful in helping me with my decisions.

Northeastern Illinois
- Harper did not have anything that prepared me for transferring.
- An English teacher that I had at Harper recommended Northeastern and several English teachers, so I know that their English Department was highly recommended.
- I like the people at Harper and miss some.
- Counselors were not available to evening students on a basis equal to daytime students.
- My transfer was lost at first.

Elmhurst College
- Yes, contact with my counselors to know what transferred made it very simple.

DePaul
- Easier - career class with Ed Liska helped me to make decisions.
- It is difficult to transfer from a semester school to a quarter school.

Eastern Illinois University
- I received my AA degree and played tennis at Harper - I received a tennis scholarship from EIU because of my experience.
- I received my AA therefore EIU accepted all my credits and I was considered a junior.
- Receiving my associates degree.
- Getting an associates degree made it easier.
- Attaining an AA degree enabled me to avoid general classes and get right into my interest of study.

College Not Indicated
- Having the associates degree helped to make transferring easier.
- Harper allowed me to have a "real" job giving me greater experience in the "real" world.
- Availability of catalogs and transfer sheets helped greatly.
- Not at all.
- Harper made everything so easy - it is because so many schools accept the 2-year degree and admit you as a junior.

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult (continued)

Grouped By School Transferred to:

College Not Indicated (continued)

- No - but seeing a transfer counselor at IBC prior to attending Harper did.
- Not accepting credits.
- Counselors extremely helpful.
- The counseling and administrative assistance was outstanding - VA counseling was outstanding!
- Harper has wonderful facilities to help students make the next decision whether to continue their education or not an easy decision.
- The fact that so many credits transferred was great!

EVALUATION SECTION

Areas of Harper as Rated by Students -- 1 = Excellent
2 = Very Good
3 = Average
4 = Borderline Effectiveness
5 = Poor or Ineffective

	1977	1979	1981	1983	1985	1987	1989	1991
Human Potential Courses	--	--	1.98	2.10	1.75	1.94	1.64	1.81
Teaching Faculty	2.02	2.06	1.93	1.96	1.93	1.95	1.89	1.86
College Survival Skills	--	--	--	--	--	2.74	1.96	1.89
Course Selection	2.17	2.12	1.99	2.00	1.96	2.06	1.94	1.93
Tutoring/Study Skills Improv.	--	2.19	1.86	1.91	2.05	1.90	2.00	1.98
Admissions Program	2.19	2.24	2.18	2.11	2.04	2.10	1.95	2.01
College Days/Nights	--	--	--	--	--	2.14	2.02	2.03
Career Planning & Dev. Course	--	--	--	--	--	2.25	1.98	2.04
Health Service	2.19	2.28	2.11	2.16	2.26	2.34	2.03	2.04
Records and Registration	2.25	2.35	2.24	2.15	2.17	2.27	1.97	2.15
Remedial/Developmental Courses	--	--	2.06	1.98	2.07	2.00	2.00	2.15
Learning Atmosphere	2.33	2.99	2.26	2.30	2.17	2.28	2.12	2.16
Workshops - Student Development	--	--	--	--	--	2.29	2.11	2.21
Computer Resources	--	--	--	--	--	--	2.22	2.23
Disabled Student Services	--	--	1.72	1.74	1.75	1.77	1.71	2.24
Learning Resource Center	2.03	2.20	2.05	2.14	2.05	2.19	2.11	2.25
Laboratories	--	--	--	--	--	2.26	2.17	2.25
Instructional Strategies	--	--	--	--	--	2.22	2.20	2.25
Student Activities	2.59	2.96	2.45	2.39	2.39	2.43	2.21	2.28
Women's Program	--	--	2.00	2.17	2.03	2.00	1.77	2.30
Athletics	2.98	2.89	2.42	2.42	2.38	2.60	2.36	2.35
Financial Aid	2.56	2.69	2.26	2.35	2.33	2.51	2.27	2.36
Other Students	2.55	2.57	2.44	2.07	2.35	2.46	2.33	2.41
Counseling - Personal	2.62	2.81	2.78	2.64	2.48	2.61	2.49	2.48
Placement	2.57	2.69	--	--	--	--	2.21	2.49
Food Service	2.46	2.66	2.67	2.61	2.56	2.60	2.40	2.54
Veterans	1.95	2.41	2.06	1.96	2.11	2.33	1.75	2.56
Internships/Field Experiences	--	--	--	--	--	2.22	1.97	2.70
Intramurals	3.05	3.27	2.80	2.36	2.42	2.89	2.61	2.78

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

Areas in Which Harper Rated Best	1983 Alumni Other College Rating	1983 Alumni Difference Other College Minus Harper Rating	1985 Alumni Other College Rating	1985 Alumni Difference Other College Minus Harper Rating	1987 Alumni Other College Rating	1987 Alumni Difference Other College Minus Harper Rating
Hearing Impaired Services	2.50	+ .82	2.50	+ .71	2.15	+ .43
Tutoring or Study Skill Improvement	2.42	+ .51	2.73	+ .68	2.74	+ .84
Disabled Student Services	2.17	+ .43	2.17	+ .42	2.20	+ .43
Illinois Job Service	2.54	+ .47	2.55	+ .41	2.59	+ .30
Records & Registration	2.53	+ .38	2.56	+ .39	2.66	+ .39
Remedial Development Courses	2.24	+ .26	2.43	+ .36	2.25	+ .25
Food Service	2.84	+ .23	2.83	+ .27	2.99	+ .39
Financial Aid	2.41	+ .06	2.55	+ .22	2.87	+ .36
Admissions Program	2.25	+ .14	2.21	+ .17	2.37	+ .27
Veterans Office	2.47	+ .51	2.25	+ .14	3.00	+ .67
Women's Program	2.34	+ .17	1.80	- .23	2.29	+ .29
Areas in Which Harper and Other Colleges Rated About Equal						
Course Selection	1.91	- .09	2.02	+ .06	2.07	+ .01
Learning Resource Center	2.04	- .10	2.02	- .03	2.23	+ .04
Teaching Faculty	2.04	+ .08	2.29	+ .29	2.03	+ .08
Human Potential Courses	2.19	+ .09	2.12	+ .37	2.00	+ .06
Counseling	2.05	+ .01	2.61	+ .13	2.54	- .07
Areas in Which Other Colleges Rated Best						
Other Students	2.09	+ .02	2.14	- .21	2.11	- .35
Intramurals	2.06	- .30	2.04	- .38	2.36	- .53
Intercollegiate Athletics	1.84	- .58	2.00	- .38	2.44	- .16
Student Activities	1.89	- .50	1.97	- .42	2.17	- .26
Health Services	2.10	- .06	2.32	+ .06	2.11	- .23
Learning Atmosphere	2.04	- .10	2.02	- .03	2.16	- .12

1989 Alumni

Areas in Which Harper Rated Best	Other College Rating	Difference Other College Minus Harper Rating
Disabled/Handicapped Services	2.57	+.86
Veterans Office	2.44	+.69
Tutoring Center	2.67	+.67
Human Potential Course	2.21	+.57
Women's Resources Program	2.31	+.54
Records and Registration	2.48	+.51
Financial Aid	2.72	+.45
Admissions Program	2.32	+.37
Health Services	2.40	+.37
College Nights	2.39	+.37
Food Service	2.73	+.33
Placement Office	2.47	+.26
Remedial Developmental Courses	2.23	+.23
Career Planning	2.21	+.23
Teaching Faculty	2.10	+.21
College Survival Skills	2.14	+.18
Workshops/Student Development	2.26	+.15
Personal Counseling	2.62	+.13
Laboratories	2.29	+.12
Areas in Which Harper and Other Colleges Rated About Equal		
Course Selection	2.02	+.08
Instructional Strategies	2.23	+.03
Internships - Field Experiences	1.88	-.09
Learning Resources Center	2.01	-.10
Areas in Which Other Colleges Rated Best		
Learning Atmosphere	1.97	-.15
Student Activities	2.04	-.17
Computer Resources	2.00	-.22
Other Students	2.06	-.27
Intercollegiate Athletics	1.98	-.38
Intramurals	2.00	-.61

1991 Alumni

Areas in Which Harper Rated Best	Other College Rating	Difference Other College Minus Harper Rating
Tutoring Center	2.96	+.98
Human Potential Course PSY/107	2.67	+.86
Career Planning Course PSY/108	2.76	+.72
College Learning Skills PSY/106	2.45	+.56
Food Service	3.06	+.52
Remedial Developmental Courses	2.64	+.49
Veterans Office	3.00	+.44
Records and Registration	2.59	+.44
Course Selection	2.36	+.43
Admission Program	2.39	+.38
Health Service	2.37	+.33
Financial Aid	2.68	+.32
Teaching Faculty	2.12	+.26
Disabled/Handicapped Services	2.50	+.26
Instructional Strategies in Classroom	2.50	+.25
Intercollegiate Athletics	2.58	+.23
Personal Counseling with Counselors	2.63	+.15
College Days/Nights	2.16	+.13

Areas in Which Harper and Other Colleges Rated About Equal	Other College Rating	Difference Other College Minus Harper Rating
Women's Program	2.40	+.10
Learning Atmosphere	2.23	+.07
Laboratories	2.29	+.04
Placement Office	2.48	-.01
Workshops - Student Development	2.16	-.05
Computer Resources	2.17	-.06
Learning Resources Center	2.17	-.08
Areas in Which Other Colleges Rated Best		
Student Activities	2.15	-.13
Other Students	2.12	-.29
Internships and Field Experiences	2.19	-.51
Intramurals	2.23	-.55

Courses by Rank Order of Their Net Benefit to the Alumni
-- Courses Nominated Ten or More Times are Included

	1989 Alumni			1991 Alumni		
	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b
Speech	113	7	16.14	159	13	12.23
Mathematics	133	10	13.30	142	41	3.46
General Business	78	9	8.67	65	19	3.42
English	162	22	7.36	173	30	5.77
Data Processing	75	13	5.77	69	26	2.65
Career Plng. & Development	33	6	3.63	53	7	7.57
Psychology	109	30	3.36	130	34	3.82
Political Science	39	12	3.25	50	22	2.27
Education	35	12	2.92	42	11	3.82
Philosophy	60	21	2.86	50	46	1.09
Humanities	69	25	2.76	66	33	2.00
Child Development	22	8	2.75	26	15	1.73
Sociology	64	25	2.56	82	30	2.73
Economics	65	28	2.32	65	31	2.10
Biology	71	31	2.29	87	35	2.49
Art	36	19	1.89	30	39	.77
Physics	16	9	1.78	16	16	1.00
Chemistry	30	17	1.76	32	29	1.10
Astronomy	26	15	1.73	27	31	.87
Secretarial Science	12	8	1.50	8	12	.67
Human Potential Seminar	10	7	1.43	8	14	.57
Literature	54	38	1.42	52	20	2.60
Anthropology	31	22	1.41	31	30	1.03
Foreign Languages	29	21	1.38	46	34	1.35
History	40	29	1.38	56	44	1.27
Geology	14	11	1.27	18	25	.72
Physical Ed. & Recreation	25	21	1.19	31	18	1.72
Physical Science	12	14	.86	18	30	.60
Music	24	40	.60	25	15	1.67
Mechanical Engineering	12	27	.44	8	19	.42
Architecture				7	15	.47
Fashion Design				6	16	.38
Linguistics				3	12	.25
Computer Science				40	17	2.35
Total	1,568	586	2.68	1,721	829	2.08

Courses by Rank Order of Their Net Benefit to the Alumni -- Courses Nominated Ten or More Times are Included

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10
1977	737	387	1.90
1979	821	397	2.07
1981	1,712	647	2.65
1983	1,557	578	2.53
1985	1,104	437	2.53
1987	1,165	502	2.32
1989	1,568	586	2.68
1991	1,721	829	2.08

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum

Math and Quantitative Skills -- 16
- Computer courses that transfer - 5
- Computer science - 3
- Computer programming - 2
- Pascal C
- Digital System Design
- Circuit analysis
- More math
- Electronics
- CAD

Self Development -- 10
- Career Exploration - 4
- Human Potential - 2
- Transferring to a University Seminar - 2
- Time Management
- Practical Psychology

Communications, Literature and Humanities -- 6
- New communications courses - 2
- Good people skills
- Leadership skills
- Business writing
- How to write research papers at advanced level

Performing Arts -- 4
- More theater courses - 2
- Black music
- Advanced Fine Arts

Education -- 2
- Special Education - 2

Vocational -- 15
- Word Perfect - 3
- Lotus - 2
- Interior Design Courses - 2
- Criminal Justice Defensive Techniques
- Medical Terminology
- Computer Graphics
- Windows
- DOS
- Automotive
- Secretarial Courses
- Human Services Courses

Social Sciences -- 13
- Political Science - 2
- Anthropology - 2
- Psychology - 2
- International Cultures
- Geography
- Black History
- Women in Politics
- Sociology
- Community Demographics
- Inner City Studies

Science -- 7
- More science - 3
- Bio Chemistry
- Chemistry for Pharmacy School
- Physics
- Beginning Chemistry

Theology Philosophy -- 2
- Religion Courses
- Philosophy

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum (continued)

Business Related Courses -- 8
Sales Courses - 2
Finance - 2
International Business
More Practical Business Courses
Management Courses
Business

Health Related Fields -- 2
Exercise Physiology
Human Sexuality

Other -- 1
Military Science ROTC

Summary of Types of Courses Which Would Have Benefited Former Students Had They Taken Them at Harper

Type of Course	ALUMNI CLASS 1979	1981	1983	1985	1987	1989	1991
Math and Quantitative Skills	12	8	22	22	10	20	16
Vocational	12	6	9	2	3	3	15
Social Science	6	10	15	10	6	7	14
Communications, Literature and Humanities	14	18	33	19	15	10	10
Self Development	4	5	7	10	6	3	10
Business	26	16	36	17	15	15	8
Sciences	7	4	15	1	3	6	7
Education	1	1	4	2	5	2	2
Health Related	1	1	5	6	4	2	2
Theology and Philosophy	--	--	--	--	1	1	2
Engineering	1	3	9	10	2	0	0
Agriculture Related	0	1	1	1	0	0	0
Total	84	73	156	100	70	69	86

Learning Resource Center Evaluation	Percent 1979	1981	1983	1985	1987	1989	1991
I very seldom used the LRC	30.9	32.0	30.9	26.4	15.1	22.0	27.3
I found the LRC a good place to study	45.4	54.3	42.9	53.0	66.1	54.7	52.0
It was easy to find and check out almost all books needed	44.1	36.1	50.7	42.6	66.3	55.7	53.2
The AV material available in media section was very helpful	17.9	13.6	13.4	8.8	22.9	23.6	21.4
I had trouble getting much of the material needed	4.3	3.0	4.1	1.7	1.7	4.6	4.8
Other good comments	4.6	4.4	4.1	3.2	4.1	.7	1.5
Other bad comments	7.1	3.3	1.9	2.9	6.5	.9	2.8
Neutral comments	.3	1.0	1.3	.2	.7	.2	.2
Total Responded	215	394	680	477	629	567	

Ways in Which Student Had Trouble Getting Much of the Material Needed from the LRC

- Was confused with the system.
- Only one tape at a time - limited.
- Much material was outdated/old.
- Using computers to find books
- Books not available - overdue books not in - noisy.
- Disorganized
- Because I was unfamiliar with the resources - like Dewey Decimal System better.
- All checked out.
- Lack of material.
- It was gone already.
- Outdated/non-existent resources
- Librarians did nothing for me although there was one gentleman who was very helpful.
- It was not there.
- Could not find books - out of order.
- Help from people at library
- Difficulty finding current magazines.
- Books are old.
- No food allowed.
- Do not understand system.
- Poor set-up - instructions
- Periodicals not available

Other Comments About Learning Resources Center

- The Tutoring Center was great!
- What Learning Resources Center?
- People are helpful - with ordered articles.
- The topics I needed information on seemed like it was always checked out or there was not enough material.
- Tables were not set up to study.
- Too busy.
- Easily traveled and supplied.
- Very noisy.
- Some things hard to find.
- Computer never cleared returned books.
- Need a bigger selection
- Too much talking
- Library shelves are sometimes disorganized.
- Accounting Resource Center is excellent.
- Tutoring Lab was very helpful.
- Lately it has been too noisy.
- Great help from library staff!
- A lot of outdated/limited selection of books.
- I went to the Tutoring Center and used the library to get articles on reserve.
- Too noisy - Indian students!
- Good periodicals
- Tutoring in Math was helpful.
- Information at Schaumburg Library was more helpful than information at the LRC.
- Library needs to be bigger.
- I enjoyed using Media Center when I had free time.
- Noisy
- Tutoring very helpful.

Usage of Computers by Transfer Alumni

Use of Computer Terminal or Microcomputer by Alumni

	1987		1989		1991	
	N	PCT	N	PCT	N	PCT
Often	154	24.6	164	29.5	180	27.0
A few times	186	29.8	153	27.5	238	36.0
Never	285	45.6	239	43.0	242	36.7
Total	625	100.0	556	100.0	660	100.0

Location where Micro or Terminals used

	1987		1989		1991	
	N	PCT	N	PCT	N	PCT
Building "I"	119	35.0	133	42.0	147	38.7
Mainframe	38	11.2	37	11.7	34	8.9
Word Processing	35	10.3	38	12.0	44	11.6
Micro	46	13.5	58	18.3	69	18.2
Building "J"	118	34.7	123	38.8	147	38.7
Micro	118	34.7	123	38.8	147	38.7
Building "D"	138	40.6	115	36.3	167	43.9
Instructional	138	40.6	115	36.3	110	28.9
Micro	--	--	--	--	57	15.0
Northeast Center	11	3.2	7	2.2	6	1.6
Micro	11	3.2	7	2.2	6	1.6
Building "H"	30	8.8	38	12.0	27	7.1
CAD/Center	24	7.1	22	6.9	22	5.8
CAD/REL	6	1.8	4	1.3	5	1.3
Micros Building "A"	6	1.8	3	.9	7	1.8
Micros Building "F"	5	1.5	11	3.5	98	25.8
Micros Building "C"	0	0	3	.9	7	1.8
Total Responded	340		317		380	

Courses Where Alumni Used Microcomputers and Terminals

	1987		1989		1991	
Courses	N	PCT	N	PCT	N	PCT
Computer Info. Systems	244	71.8	192	60.6	206	51.1
Math or Statistics	132	38.8	117	36.9	117	29.0
English	6	1.8	15	4.7	74	18.4
Word Processing	15	4.4	25	7.9	59	14.6
Accounting	0	0	35	11.0	52	12.9
Physics	24	7.1	17	5.4	32	7.9
Computer Science	0	0	0	0	15	3.7
Engineering Tech	15	4.4	13	4.1	13	3.2
Business	19	5.6	22	6.9	7	1.7
Chemistry	11	3.2	5	1.6	6	1.5
Art	0	0	6	1.9	6	1.5
Journalism	0	0	0	0	4	1.0
Psychology	2	.6	0	0	4	1.0
Electronics	4	1.2	3	.9	4	1.0
Literature	0	0	0	0	3	.7
Philosophy	0	0	0	0	3	.7
CAD	0	0	0	0	3	.7
Speech	0	0	0	0	2	.5
Economics	0	0	0	0	2	.5
Management	0	0	0	0	2	.5
Child Development	0	0	0	0	1	.2
History	0	0	0	0	1	.2
Medical Terminology	0	0	0	0	1	.2

Courses Where Alumni Used Microcomputers and Terminals

(Continued)

Courses	1987 N	1987 PCT	1989 N	1989 PCT	1991 N	1991 PCT
Nutrition	2	.6	3	.9	1	.2
Humanities	0	0	0	0	1	.2
Nursing	0	0	0	0	1	.2
Architectural Tech	1	.3	0	0	1	.2
Music	3	.9	3	.9	1	.2
Biology	1	.3	2	.6	0	0
Sign Language	1	.3	0	0	0	0
Career Exploration	3	.9	0	0	0	0
Total	340	100.0	317	100.0	403	100.0

Usefulness of Computers or Terminal Work to Present Situation

Courses	1987 N	1987 PCT	1989 N	1989 PCT	1991 N	1991 PCT
Used computer or terminal but did not indicate if it helped or not	42	12.4	23	7.3	71	17.0
Use of terminal and computer a help in present situation	194	57.1	214	67.5	254	60.8
Not relevant to present situation	104	30.6	80	25.2	93	22.2
Total	340	100.0	317	100.0	418	100.0

Problems Using or Getting Access to the Microcomputers

Category	1987 N	1987 PCT	1989 N	1989 PCT	1991 N	1991 PCT
Experienced no problems	285	85.6	252	81.8	334	89.8
Did experience problems	48	14.4	56	18.2	38	10.2
Total	333	100.0	308	100.0	372	100.0

Problems Getting Access to or Using Microcomputers or Computer Terminals

- Busy and problems sometimes if -- I had questions - not enough people to help.
- In Building P
- I wish my English teachers would have stressed and pointed out computer usage.
- No seats left.
- The mainframe terminals used to crash all the time.
- Was not aware anything was available for use outside of classes/jobs.
- Crowded.
- Not open long enough or late enough.
- At times they were all taken and the hours were not all that convenient.
- I am vision impaired - we needed another computer with enlargement device.
- Scheduling
- Waiting for availability of computers or certain disks.
- Time sharing difficulties.

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Problems Getting Access to or Using
Microcomputers or Computer Terminals (continued)

- It has been too long to remember what kinds of problems - just remember being frustrated.
- On few occasions when the areas were overcrowded.
- Too crowded sometimes.
- Sometimes.
- Occasionally during high demand times.
- Hours - some of the lab centers were not for all students.
- Not enough open hours for Math.
- Too many people in class - not enough terminals.
- There were not enough available.
- I did not have any idea how to use computers

How Use of computers at Harper has Helped
Alumni in Their Present Situation

- Did not specify -- 4
- Typing papers on terminals.
- I know more about computers
- I am more familiar with computers
- Personal interests
- I learned how to use computers at Harper
- The more I used computers, the more literate I became.
- Can easily learn any system.
- Became familiar with them.
- I work on a computer every day at work.
- Somewhat - we charge people out through a computer system.
- I gained familiarity.
- Helpful and easy access.
- I use a computer every day.
- I am planning on taking Cobalt, so I feel more confident going into the class.
- In my typing for papers at NIU.
- It helped me understand computers a lot more than I did before.
- In other classes and at work.
- I use word processing now and desk top publishing - I spent much time in lab.
- I assist people part time with computers.
- Learn more how to use computers.
- I learned word processing skills while working on the newspaper.
- Enabled me to produce better work and therefore better grades.
- Able to use computers easier because I had experience at Harper.
- I have learned to understand computers better.
- Saves time using a computer for certain tasks.
- To become familiar with computers.
- Good experience
- I am more comfortable with the computer.
- I am familiar with job.
- To understand different programs and computers.
- I work with computer terminals.
- Made it easy to adapt.
- College search
- Taught me how to use Lotus 123 and WordPerfect.
- Word Processing
- I have become much more knowledgeable in general computer use.
- I was able to learn how to use them.
- Because I did not have computer to type paper for English course.
- More adept computer use.
- Gave me a comfort level.
- Great word processing equipment.

How Use of computers at Harper has Helped
Alumni in Their Present Situation (continued)

- I can create papers for classes/business more efficiently and more error-free.
- It is hard learning the new system at UIC.
- I am a computer major.
- Not much, I have one at home.
- It has given me a good background to build on.
- I became more comfortable working with computers.
- I feel more computer literate.
- Helped me get my work done.
- Confidence
- I use a computer once in a while but it helped to have background.
- Organization, faster capacity.
- Helped familiarize the use of computer labs.
- Writing papers - PC's are handy.
- In using certain programs like Quatro-Pro.
- I constantly use computers at my job.
- Computer knowledge helped in almost every field.
- I learned much about computer networks dealing with businesses.
- A little bit of insight.
- I was able to do statistic problems with relative ease.
- I know how to use a computer.
- All accounting and most other business courses use computers for assignments.
- Gained computer knowledge.
- My job uses computers and after taking the class I applied that knowledge.
- To adjust to using a terminal for writing
- Computer skills are important for everyone.
- It helped during my class.
- I became familiar with computer use while at Harper.
- Helped me get familiar with the computer in general.
- At work I am often working with a computer.
- Most business courses incorporate computers.
- Gave me experience with computers.
- Computer is present in my work place.
- All the knowledge I gained acted as a base.
- I know how to use them.
- It is important in all of life's situations to understand computers.
- My knowledge of computers helps in my job.
- Become more familiar with them.
- In the CAD in my current job.
- I have to type sometimes.
- I use all programs learned at Harper at Northern University.
- I deal with computers every day - brought me confidence in using one.
- It taught me the logic involved in computer programming.
- I have a better understanding of PC's - an educated user.
- We use it a lot at NIU.
- Become more comfortable with computer use.
- Become computer literate.
- I did a lot of work in data processing before going to school at NIU.
- I have to type all my papers in my university.
- I know I have a little experience for what is to come.
- Word processing in preparing my term papers more efficiently.
- Helped me use PC at home.

Why Use of Computer at Harper Has NOT
Helped Alumni in Their Present Situation

- Did not specify - 5
- Does not relate to present career.
- I do not use computers at NIU.
- The course was not designed toward field of work.

Why Use of Computer at Harper Has NOT Helped Alumni in Their Present Situation (continued)

- I do not use computers at this time.
- It is not my major.
- Do not use computer on either job.
- Have access to computer at home and work.
- Changed major.
- Screens too small - not allowed to use digitizers.
- I just used it for class.
- I don't use them on job yet.
- Do not use same programs.
- I was not nearly as proficient as I should have been coming to NIU.
- I already know how to use terminals.
- Able to practice up.
- Have not had to use knowledge recently.
- Have not used these skills in my present job.
- I do not use computers for my current job or my major.
- I do not use them at present.
- Just part of class - not very relevant.
- They are not necessary for my present situation.
- I do not have much use for it.
- Just different way of doing problems - waste of time.
- I came to ISU and had to learn MAC.
- Every youth today is taught how to use computers before College.
- Had a hard time using at Harper.
- I work on different types of computers now.
- I do not use computers with my present job, only occasionally at home.
- Computers are not readily available at my present school so I don't use them.
- Because presently I am not doing what I hope to be doing in the future.
- Did little or nothing.
- Do not use computers at present job.
- But Lotus 123 and Harvard Graphics courses helped tremendously.
- My use of terminals was hypothetically based/I have not taken another Stat class yet.
- I do not use computers at this time.
- I do not use the computer today for the reasons I had used them at Harper.
- I am not working with computers right now.
- I was not happy with DPR/101 - could have been teacher.
- Worked frequently with computer before attending Harper.

Change in Education or Vocational Goals

	Change Index	1979	1981	1983	1985	1987	1989	1991
More than one major change	3	6.2	9.7	8.9	8.0	7.8	7.5	9.7
One major change	2	23.2	22.0	20.6	23.2	14.1	22.7	20.3
Made only minor change(s)	1	19.0	12.6	9.8	9.4	9.5	10.9	9.8
Not sure if change made	0	8.5	5.0	3.7	2.6	3.5	3.0	3.8
Never	0	43.1	50.7	57.0	56.8	65.1	55.8	56.4
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Index of Change		.84	.86	.78	.80	.61	.79	.80
Number of Responses		211	676	675	474	624	559	660

Services Used in Making Changes	1979	1981	1983	1985	1987	1989	1991
Counseling	52.0	29.7	41.9	30.4	36.7	34.5	47.1
Made decision on own without outside help	14.2	36.7	39.2	27.7	33.2	29.4	30.1
Talk with friends or relatives	2.9	30.4	28.3	25.8	38.3	31.1	29.0
Talk with faculty	14.7	22.7	23.8	15.0	25.0	20.6	25.4
Specific courses helped	11.8	20.0	20.8	20.4	22.4	16.0	24.3
Career Center	--	--	--	--	--	--	13.4
Four-year college literature and catalogs	1.5	16.0	17.7	11.2	19.9	9.7	9.4
Career library	44.1	8.3	9.1	6.5	10.2	6.7	8.7
Placement office or job service	38.2	1.3	4.2	4.2	3.1	3.4	5.8
Magazine articles and job opportunity ads	64.7	6.0	7.5	5.0	7.7	2.9	4.0
Employment situation	0	1.0	0	1.2	0	1.7	0
Harper Catalog	--	--	--	--	--	.8	0
Counseling from 4-year college	1.0	.3	0	0	0	.4	0
Was not accepted in major field	--	--	--	.4	.5	0	0
Job availability in market	1.0	0	0	0	.5	0	0
High school counselors	0	.3	0	.4	0	0	0
Grades forced decision	--	--	--	.4	0	0	0
Requirements of major fields	1.0	0	0	0	0	0	0
Courses available on schedule	1.0	0	0	0	0	0	0
Total students who made changes	102	300	265	260	196	238	276

Evaluation of Academic Advising at Harper

	1987
Readily received help from a counselor	64.3%
Advising received from a counselor was not very helpful	12.6%
Advising received from a counselor was helpful	71.5%
Readily received help from a faculty member	32.0%
Received helpful advice from a faculty member	74.0%
Advice received from a faculty member was not helpful	6.3%

Number of respondents regarding counselor	628
Number of respondents regarding a faculty member	600

Use of Academic Advising Services in Making Educational Plans

	1989	1991
Those using services	59.7	74.8
Those not using services	40.3	25.2
Total	100.0	100.0

Degree of Helpfulness Received from Counselor

	1989	1991
Counseling was helpful	87.6	86.8
Counseling was not helpful	12.4	13.2
Total	100.0	100.0

Those that Served as Advisor

	1989	1991
Student Development - faculty members	77.9	88.3
Teaching faculty member	17.9	10.3
Information specialist	2.9	1.4
Other	1.3	0
Total	100.0	100.0

Ways in Which Academic Advising Received From a Counselor Was Helpful

- Did not specify - 4
- He showed me what class to take.
- Yes and No - some counselors were helpful - others were merely confusing.
- Information in transferring.
- Credit evaluation
- Tom Choice was a wonderful advisor.
- Very encouraging, patient and understanding.
- Made sure all requirements are met.
- Finding the school that fit me.
- Willing to listen, genuine interest in my questions.
- Tom Choice was super.
- Helped pick classes.
- Very responsive.
- Goal planning.
- Somewhat
- About Eastern
- They helped with the General Education courses only.
- Received Distinguished Scholarship Program
- Very knowledgeable
- She answered my questions and gave me literature.
- Helped me set transferring up.
- I was full academic scholarship recipient.
- Listened to my needs.
- Good information.
- They helped me choose courses.
- She explained what I needed to do to change paths.
- Set things in perspective.
- Advised what Math to take.
- Yes, the second time she helped - no, the first counselor was worthless.
- Cannot help me decide on a career - I am hearing impaired, also.
- Helped me to choose EIU.
- Told me what courses I had to take for NIU.
- Helped to take transferable course.
- Very thorough counselors - very concerned and gracious.
- But vague
- Helped to pick classes.
- Course planning - very effective
- Helped me choose proper classes to take - showed me what needed to know.
- The counselor gave me many options.
- Gave good alternatives
- Explaining requirements to achieve AA degree.
- Gave me a better idea of what to expect in Law School.
- Very much so - I'm still seeing her on a regular basis, too.
- Helped keep on track with classes.
- Very beneficial for checking into other schools - directional
- They showed me what courses to take.
- Easy to talk to - informative - which courses to get my degree
- But too fast
- To pick night classes - by talking, listening
- In planning for my AS
- JoAnn Powell was very patient.
- The advising was helpful to me - helped me make several decisions.
- What I needed to transfer.
- Extremely/F. Brantley helped me while I was on probation, not just in getting myself off probation, but goal oriented talking about other schools to continue my education. Really took a lot of time with me - can't thank her enough.
- Frances Brantley knew what she was doing so it didn't seem so mind-boggling.

Ways in Which Academic Advising Help Received From a Counselor Was Not Helpful

- They cared
- Since I had no goal in mind I was just encouraged to try it.
- Very indecisive.
- Misinformed me.
- She gave me faulty information - almost prevented me from attending NIU on time.
- They are not informed about transfer classes and were not helpful.
- Extremely incompetent.
- I took too many of my major classes at Harper instead of 4-year college.
- Too vague and rushed.
- Did not take the courses I needed for Loyola - did not prepare me for Loyola.
- No benefit at all - very ineffective - no concern with my major - only concerned with graduation from Harper.
- The counselors that I came in contact with were not specific enough. Everything was in broad terms. They were really of no help to me.
- Book explains all courses required - counselor not much extra help.
- Did not have financial advising.
- The counselors discouraged me from my goals.
- Somewhat inaccurate at times.
- I had the impression that the counselor did not feel that I could, some day, accomplish my goal. This goal was to become a high school teacher.
- They told me what I already knew.

Use of Financial Aid/Veteran's Benefits	1989	1991
Those that applied for aid	18.0	16.5
Those that did not require aid	61.5	64.5
Those that did not think they qualified	20.5	19.0
Total	100.0	100.0

Those That Applied for Financial Aid/Veteran's Benefits	1989	1991
Received aid or benefits	68.4	57.1
Did not receive aid or benefits	31.6	42.9
Total	100.0	100.0

Satisfaction with Services Received for Those Who Applied for Financial Aid or Veterans Benefits	1991
Very Satisfied	43.5
Satisfied	30.7
Neutral	12.9
Dissatisfied	12.9
Total	100.0

Student Activities by Rank Order
Their Net Benefit to the Alumni

	1985			1987		
	a Times As Most Beneficial Activity	b Times As Least Beneficial Activity	a/b	a Times As Most Beneficial Activity	b Times As Least Beneficial Activity	a/b
Pom Pon/Cheerleading	4	18	.22	2	22	.05
Harbinger	59	11	5.36	65	14	4.64
Guest Speakers	43	6	7.17	56	6	9.33
Concerts	39	6	6.50	52	7	7.43
Films	37	8	4.63	33	9	3.67
Radio Station/WHCM	13	17	.76	20	21	.95
Field Trips	19	3	6.33	21	9	2.33
Other*	19	0	--	18	1	18.00
Varsity Athletics	10	16	.63	16	17	.94
Peer Counseling	6	12	.50	7	9	.78
Studio Theater	12	7	1.71	15	8	1.88
Human Potential Sem.	15	8	1.88	6	9	.67
Student Senate, Program Board	6	14	.43	9	12	.75
Point of View	19	8	2.38	21	7	3.00
Mini Courses	6	4	1.50	10	14	.71
Clubs	15	10	1.50	10	9	1.11
Intramural Sports	7	13	.54	3	19	.16
Band, Orchestra, Choral Group	5	14	.36	10	10	1.00
Total	334	175	1.91	373	203	1.84

	1989			1991		
	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b
Guest Speaker	68	13	5.23	80	13	6.15
Other*	12	5	2.40	6	1	6.00
Harbinger	77	16	4.81	91	20	4.55
Concerts	44	14	3.14	51	18	2.83
Films	33	14	2.36	49	19	2.58
Clubs	18	20	.90	38	20	1.90
Field Trips	32	18	1.78	35	21	1.67
Studio Theatre	12	19	.63	27	17	1.59
Point of View	16	16	1.00	25	17	1.47
Human Potential Sem.	13	16	.81	21	19	1.11
Varsity Athletics	15	20	.75	22	23	.96
Radio Station/WHCM	36	26	1.38	29	38	.76
Mini Courses	17	14	1.21	14	19	.74
Band/Orchestra/ Choral Group	9	18	.50	12	22	.55
Peer Counseling	9	19	.47	11	21	.52
Student Senate, Program Board, etc.	6	20	.30	11	25	.44
Intramural Sports	14	15	.93	8	25	.32
Pom Pon/Cheerleading	5	20	.25	5	26	.19
Total	436	303	1.44	535	364	1.46

*See Next Page

***Other Student Activities or Non-Classroom Experiences Which Were of Most Benefit to Students**

	1989	1991
- Student Ambassador	2	2
- On campus job	2	-
- Fashion shows	1	1
- Tutoring in the center.	1	0
- Field biology trip	1	0
- Student Trustee	1	0
- Dance Company	0	1
- Anthology of Student Writing	0	1
- Wellness Week	0	1

HARPER EXPERIENCE

Hours Worked Per Week While Attending Harper

	1979	1981	1983	1985	1987	1989	1991
I did not work	13.3	8.8	11.1	8.8	6.8	6.4	8.2
1 to 5 hours	1.5	.8	.3	.6	1.3	.9	.7
6 to 10 hours	4.3	2.0	2.1	3.3	2.7	1.8	2.1
11 to 15 hours	7.0	8.0	7.5	6.0	5.5	9.3	8.2
16 to 20 hours	30.4	27.2	25.3	23.2	25.5	18.8	23.5
21 to 25 hours	21.7	21.9	21.2	24.4	18.4	18.8	16.4
26 to 30 hours	7.1	11.3	13.5	8.4	10.1	11.1	11.4
Over 30 hours	14.7	10.0	19.0	25.3	29.8	33.0	29.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	323	679	676	475	628	549	660
Mean number of hours	18.99	21.3	21.0	22.0	23.0	23.7	22.6

Relation of Work to Major Field at Harper College

	Index	1979	1981	1983	1985	1987	1989	1991
Identical	2	19.6	17.6	20.4	16.6	16.8	26.7	31.2
Related or Beneficial	1	24.7	21.2	16.8	20.7	19.3	20.7	21.0
Of Little Benefit	0	55.7	61.2	62.8	62.7	63.8	52.6	47.8
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		280	609	594	391	368	498	567
Average Index		.64	.56	.58	.54	.53	.74	.83

Hours Spent Per Week in Extra Curricular Activity

	1979	1981	1983	1985	1987	1989	1991
Did not participate	79.0	79.4	76.0	78.7	75.9	74.7	75.8
1 to 3 hours per week	11.1	11.9	11.7	9.9	9.9	11.6	12.7
4 to 7 hours per week	4.6	3.9	3.9	5.1	4.5	5.4	4.1
8 to 12 hours per week	2.5	3.1	3.4	3.1	2.6	3.6	2.7
Over 12 hours per week	2.8	1.7	5.0	3.2	7.2	4.7	4.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	635	676	473	627	554	657
Mean Number of Hours	1.14	1.02	1.54	1.26	1.78	1.59	1.46

Hours Spent Per Week
Informally in Student Center

	1979	1981	1983	1985	1987	1989	1991
Less than one hour	33.0	38.2	45.2	39.1	44.3	49.6	50.3
1 to 6 hours	55.0	50.9	44.4	49.0	42.5	44.4	43.4
7 to 12 hours	10.5	8.7	8.6	9.0	10.7	5.1	5.1
12 to 20 hours	.9	1.7	1.2	2.7	1.6	.7	.9
Over 20 hours	.6	.5	.6	.2	1.0	.2	.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	636	675	474	618	552	643
Mean number of hours	3.38	3.20	2.94	3.25	3.23	2.45	2.48

Students View of Harper College	1989 PCT	1991 PCT
Those that definitely would recommend Harper College	97.0	95.3
Those not sure they would recommend Harper College	2.8	4.3
Those that definitely would not recommend Harper College	.2	.4
Total	100.0	100.0

Other Comments

- I would like to see Harper as a 4-year school if it was today I would still be enrolled.
- It was a great place to start my education - and further define my goals.
- Great school - dedicated teachers.
- I wish you had more telecourses.
- Harper is a super institution and I feel that it was one of the best choices I have ever made - Thank you!
- I feel it was beneficial for me to attend Harper before NIU. It prepared me for the studying and college level classes at NIU.
- Harper was great. A great staff who helped in and out of the classroom. My involvement in activities at Harper helped to expand me internally. I now feel comfortable at 4-year school.
- Excellent faculty - almost every teacher I had loved their job!
- It is such an excellent location/teaching is good, etc., the list goes on! But why doesn't it become a 4-year institution? I know dozens people who would continue their education if this reform were to take place.
- Harper College is an excellent school. The teachers were very personable and the classes were very challenging. I would still be there if it was a 4-year school.
- It has been a good experience for me, even though less challenging than UI Harper provides a more mature environment in which I could be able to set the tone for my future studies.
- Faculty in most cases is very prepared and is able to give good grounds for the future.
- I feel Harper was an excellent community college. I really enjoyed my years there. I had wonderful teachers/always went at night/wish I could have finished sooner, but I took a couple of years off.
- Now that I am working full time days, I need evening courses.
- After graduation I realized that with some exceptions Harper is a fine college with which I had few problems.
- It is a good school when people are undecided about further college or career plans. Some of the teachers were really good.

Other Comments (continued)

- All in all it was a good experience. I feel more of my classes, if not all, would have transferred had I known my major at the start.
- I had the best experience at Harper. I took it for granted until I started at Northwestern and saw how "perfect" Harper is. The registration at Harper is very convenient. The staff is helpful and understands what they are doing/teachers excellent.
- Harper is a good school. I enjoyed my two years of College.
- Being physically challenged I found it difficult to get to and from classes. The handicapped parking is located too far from bldgs. Also, registration was very difficult because of my disability.
- It is a good college to start off at if you are unsure of career or educational goals.
- I was misled about courses transferring. Yes, the credits transferred, but not all the classes did with the AA degree. Students should be made aware of this.
- The counseling Center could be improved if there were assigned counselors. The counselors would be assigned according to major.
- Enjoyed my years at Harper and glad that I attended. Enjoyed my teachers and classes.
- The requirements of a variety of classes for the AA degree helped me out a lot, not only for transferring of credits, but it gave me a broader education.
- I am very glad I went to Harper. My involvement in numerous activities made my experience especially beneficial.
- I think Harper is an excellent choice for beginning freshman rather than a four-year school. The person gets a look at what college life is like and then is more mature when they are ready to go on.
- The faculty at Harper is far superior to Northern. They seem to care about their students potential. The worst thing, by far, about Harper is the career counselors. They are uninformed, rude, and act totally uninterested in the students and their goals. I know they have a large work load, but this is their job and they don't perform it well. At Northern they are much better informed and able to help the students make the proper academic course selection.
- I feel I received an excellent education at Harper. I feel very capable of computing with students here with such a firm foundation.
- I was happy with Harper College, more so than the 4-year university I transferred to. Excellent faculty, facilities, prices, and activities.
- I think the counselors need to be more informed on transferring because I pay out-of-district fees and it's going to take me 5 years for a 4-year degree due to transferring classes.
- Excellent choice for people who are not sure of what to major in - economically or excellent choice.
- I felt that Harper had a lot to offer me in my educational goals. I would hope it would one day become a four-year university.
- I really miss going to Harper full time. I had great experiences there.
- I liked it very much.
- Harper is excellent in an academic sense. I feel I have been prepared pretty well for the difficulty of NIU's accounting program. Even with this though I still did not feel like I was attending a "real" college.
- I very much enjoyed my time at Harper and would really like to see something worked out with a four-year school.
- I am glad that I went to Harper before attending a 4-year university.
- Good preparation for students who transfer to 4-year universities or colleges. Those who cannot afford a 4-year college, maybe making it a 4-year school with abundant full-time faculty.
- I enjoyed my experience at Harper.
- Students should be assigned an advisor to meet with regularly, not just when they are registering for the first time.
- Very good 2-year school. Excellent faculty and course offerings.
- Harper was a smart economical start before attending a 4-year university.
- Include more mathematics courses.
- The Acting Program was really good - you should have more.

Other Comments (continued)

WHCM's music format is more conducive to a high school mentality than that of an educated, college student type mentality. Other college and university music formats more reflect the open mindedness and originality characteristic of educated individuals. Could not Harper's College Radio format reflect the music found on College music charts?

- The school was a great memory to me. The teachers are all sometimes too self absorbed but oftentimes the teachers tended to be helpful, reasonable, helpful. They were approachable and flexible.
- Harper should be switched to a 4-year college.
- Certain parts of it were the greatest I have ever experienced but the academic BS negated the school.
- Needs more bathrooms - Harper is great - It needs a lot of work, more classes, cafeteria needs longer hours.
- I think Harper was wonderful! I plan on getting my graduate work finished and hopefully end up teaching at Harper!
- The LRC needs considerable upgrades as far as more updated books and reference materials. Laboratories, i.e., CAD Center, need serious equipment upgrades.
- I think Harper is the greatest. If Harper went 4-year I never would have left.
- Harper was a very good school. I really liked it a lot - learned a lot from my professors. I was glad I went to Harper first.
- They have a very good program for disabled students and would highly recommend to all.
- You have a good school, but counseling is a joke for night students as are many other areas. The evening students are ignored and often not notified of changes until they arrive for classes.
- I only wish there were a greater atmosphere of concern for education among the students. Too many students don't take their education seriously enough.
- I feel overall Harper is a good place to begin your higher education not only as an alternative to the high cost of most 4-year schools but as an institution of its own.
- I think Harper is an excellent institution and served my needs very well - the education that I received was well worth the money.
- I really enjoyed my 2 years at Harper and would recommend attending Harper to anyone. The faculty and courses were excellent and I had few problems if any with anything. Thank you!
- Harper campus is very clean and modern. I wished there were more social activities.
- Telephone registration is great! At UIC I have to stand in line for hours and it is horrible. At Harper I never had a problem getting into a class I wanted - not so at UIC.
- Teachers that care about student success! As an adult student attending evening classes, the teachers & staff were excellent in support & encouragement to all students. I found all my classes interrelated to next class. Classes where I felt would be the hardest for me I had teachers who loved their speciality - they made the education in that area come alive and application to our everyday lives and employment
- I think the mathematics department at Harper is among the best in the world. I had Dr. Schooley as a teacher for 1-1/2 years and I feel he is one of the greatest human beings to have ever lived. He has left a life-long impression on me and I am a better person for it.
- Wish it would turn into a 4-year college.
- Harper College is a very good academic institution, but could do a better job preparing students for jump to "Big 10" schools. The staff at Harper (support) is excellent. The faculty is very personable.
- The Harbinger should be given to every student. The radio station should be announced & more popular. Let them know it is there. What is "Point of View"?
- I am very glad I went to Harper - a good place to start one's college education.
- Counseling should be required for new students - I felt a little lost.
- I am very satisfied with my education so far from Harper and would encourage anyone with college plans to attend Harper and then a 4-year school.
- I think it is a wonderful way to start off in higher education if you don't really know what you are going to do with your life. It is also a cheaper way to get your General Education done. When talking with others who went to Harper I have heard nothing but good things. Thank you!

Other Comments (continued)

- I enjoyed going to Harper very much. The Office of Registration had the nicest people - always happy. When I picked up my diploma I thanked them for all their help.
- I think people that transfer without getting a degree should also evaluate Harper. Someone must look at the statistics concerning Physics Dept. I feel that Harper students shouldn't have to wait until a part-time teacher comes to teach Physics, in order to avoid unacceptable standards of grading - except Physics Dept. go to Oakton/Triton.
- The one person who influenced me the most in the best way possible was Mr. Charles Norris in the Anthropology Department at Harper.
- Wish there were more diversified classes offered.
- I have found myself better prepared for upper level courses than the students that have only attended Northeastern.
- Mrs. Hinkel, Mr. Macaulay, Dr. Marriott, Mr. McCabe, Mr. Norris, Mr. Sell, Mr. Sangelmann, and Dr. Steward are treasures as teachers. They make Harper an exceptional experience - I have learned a great deal from these people and feel that I leave Harper a stronger, focused student because of their efforts. These faculty members all deserve A's.
- I enjoyed my time at Harper.
- Harper would be an excellent 4-year school. We all have and need goals - the College should work toward becoming a 4-year school.
- Honestly when I first started at Harper, I did not want to go there because it was community college - after getting my job in the computer labs and getting to be an actual part of the Harper "machine" I loved it - it's much better than NIU.
- I think that the Registrars Office should be more efficient - more help - so it does not seem "rushed" when in there.
- I think Harper is a very good college - have learned a lot from attending all my classes there. I feel I am a much stronger/wiser women than I was 8 years ago.
- Harper helped me to get some goals set in my life and plan for the future. I liked the teachers, the sizes of the classes, the help I got in making decisions that were important to me and Harper was a step I needed to take.
- It's so convenient - 10 minutes away - and cheap. I wish it were a real university.
- In general, Harper is a good school and well worth the money. I was very pleased that my classes transferred easily to my 4-year college & the graduation ceremony was very nice.
- I was a part of the spring 1991 term at Christ Church College in Canterbury, England. It was the best experience of my life and am trying to convince others to take part in foreign study exchange programs.
- Tuition is too high - I had remembered an article showing Harper 2nd highest in the state.
- The class size is wonderful for receiving quality education.
- I went at night and the great majority of the teachers were excellent - interested in their field, helpful, knowledgeable and friendly.
- I was told the wrong information from a counselor about transferring to NIU and the classes I should take.
- Send some of your teachers to U of I to show them what real teachers actually are - in 1996 I will get my doctorate and at this time I will create a special fund for those less fortunate students in care of Harper. $1,000 to start with at 1996 but will increase every year until it reaches $5,000 at year 2000. These amounts are subject to change!
- I made use of the community counseling center on several occasions and found it helpful.
- I am glad I attended Harper before making my final career choice - it gave me a little more time to think about my goals.
- Disabled Student Services very helpful - counselors very understanding and helpful.
- I found most of the business and math courses that I took very beneficial and they prepared me very well for my future studies at UIC. The Economics Dept., however, was weak.
- I wish it was a 4-year college - I will stop my education with an associates degree, but if Harper was a 4-year school, I could finish.
- Harper College is very similar to high school to freshmen just entering college. It is easy for these students to think of Harper as high school and I believe that this is why there is a large drop rate for classes.

Other Comments (continued)
- It's a very good College. I really benefited taking all the courses and especially ESL.
- The faculty is outstanding. Harper College was a blessing to me because it gave me a second chance - I did not take high school serious - but when I came to Harper I turned my act around and now I am doing quite well.
- I would like to see more clubs that will include students interested in specific cultures and ethnic groups.
- Offer more science, micro, a class hard to get into.
- Compared to the college that I am at right now Harper blows it right out of the water. Harper is a far better school. I miss it!
- I think Harper is great - staff very helpful - good leadership by President.
- Expand into a 4-year college.
- I think Harper is a great school. Being as old as I am I was very comfortable among all the young people - the teachers are great.
- I will be taking one course over the summer - Physics 203 and I have been accepted to U of I at Urbana/Champaign for civil engineering for the fall. This was never asked for but I thought it should be known.
- More information and/or programs for people that have graduated from Harper. For example, a special counselor for graduates - also an invitation for graduates to take additional classes if they choose. For example I'm a secretary at a big corporation and I would like to learn Word Perfect 5.1 but I am no longer a resident - I live in Bartlett. Since I am a graduate it would be nice to be able to attend at in-district fees as a special benefit.
- Continue with the weekend and evening classes.
- Overall, good community college - very helpful.
- Really enjoyed my experience at harper College and felt that I was greatly prepared for the rest of my College experiences especially compared to many of my friends who just started out in a 4-year program - many of whom have since dropped out.
- Parking was a big problem.
- Attending Harper and working part time left little time for much of anything else.
- I believe the quality and class availability is fantastic. Having courses available to those working full time is important - public transportation is a must.

Comments When Asked What Students Would Like To See Changed
- Comments about Parking and Parking Lots -- 38
- Comments about making Harper a 4-year college -- 28
- The social part of it.
- Closer parking or tunnels - who designed this campus - someone from the West Coast?
- Hire more full-time teachers.
- The fee for parking should be less or not required - the lots are too far for such pricing. Anytime a project was due - it could be blown away some 50-100 yards from a building.
- Change curriculum - 4-year schools require classes in non-western cultures and traditions. Some require a class in diversity.
- Separate communications and theatre courses.
- Change a few of the professors.
- The counselors did not help at all. I think a course in career planning should be mandatory for graduation.
- Wish more tickets were given to people who park at the end of the rows where there are no lines - it gets dangerous when you cannot see around the car.
- Regulate the temperatures better in Building D.
- Have more special education courses. And make it a 4-year university - it is so close and affordable compared to my 4-year college.
- Get the school more involved in clubs and athletic events - definitely needs improvement.
- Make it easier for disabled students to register and move around the campus.
- The advising about transferring to NIU should be updated as often as possible.
- The counseling program - the school's reputation.
- Offer higher level courses - with all the school commuters of today it would be a great benefit for this area's students.

Comments When Asked What Students Would Like to See Changed (continued)

- That more people realized how great of an education you can receive for low cost.
- Offer more courses in the Humanities and the Arts, especially in Literature.
- Requirements for an Associate Degree.
- Counseling Service - they don't research what they are advising - students are dependent on them. If I had not received advice from teachers, I never would have had the right courses to graduate.
- More consistency in quality of Math faculty. It is very difficult to find a competent teacher. Many of the part timers are excellent.
- Think a student should be placed in Math and English by high school grades and not the placement tests because some people just do not do good on time tests.
- No loitering
- Stop sending follow-up surveys - if people don't answer with the first copy don't bother us with more.
- The atmosphere of people who go there because they have no choice and don't care about their education.
- Do some double checking on who you hire as teachers. Just because someone knows a topic well does not mean he/she can teach it.
- To be sure counselors advise students on what courses transfer and those that do not.
- More concrete aid for deaf students deciding on a career. More information about clubs.
- Make entire campus non-smoking - when registering for classes at the beginning of each semester, give priority to students who have been there longer so that they have more of a guarantee of getting into classes they need - NIU does this.
- Make the class structure work in a way that students could interact more.
- Make PSY/108 a required course to all students.
- Introduce better acquainted business professors with more experience.
- Social atmosphere.
- Some form of indoor smoking area during the winter months.
- I would like you to be concerned about international students residential status whose father is working and paying taxes here but who has student visa and has to pay four times as much as in-district tuition.
- Prepare students for the university or 4-year college. Council students to take courses at Harper that they won't have to take again at the 4-year school after Harper.
- Radio station format - no more high school.
- The registration process.
- Better facilities, up-to-date systems, buildings, etc., cleaner.
- Employ more effective counselors - they were of no help at all. May be detrimental to young students needing direction.
- Raise the standard SAT admission requirements to Harper and the test given by the Professors.
- Employing a more qualified part-time staff. In the past the quality of education that I have received was not at the level it was at the time of my initial attendance 12 years ago. This assessment comes from comparisons of educational coursework experience at 5 colleges.
- Offer more sections of courses already available and add more selections.
- A more developed student center closer to those found at major universities to create an atmosphere for greater interaction between people attending the college.
- Many of the teachers -- never available, horrible teaching methods, swearing at students which is totally unprofessional, horrible communication skills.
- I think Harper should focus more on the transferring student.
- I don't like those geese hanging out in the campus.
- More information to community on services and quality education available at Harper. Statistics on ranking of school, students served, honors program, education is for people of all ages.
- The computer situation - let people know about them and give them limited instruction using them such as a 30-minute instruction period -- and get more of them!
- Better night-time faculty. It is a must because the many instructors I had were only part time and thus less demanding of the students.
- Putting more lighting from classes taken at night for students walking across parking lots of more public safety personnel.

Comments When Asked What Students Would Like to See Changed (continued)

I prefer a more challenging academic environment, but I think Harper services the needs of the community fairly well. It is conservative but is a bit annoying as well.
- Night classes that start later in the evening 7:00 - 7:30 p.m.
- Strongly suggest that the school never change Chemistry Dept. but major changes are needed in physics.
- Change the core requirements so that they would be a broader range of fields.
- Some of the teachers ethics/values were lacking - had their own agenda with little consideration for the needs of the student.
- Expand the library!
- Fill in the ponds and make them parking lots - lower tuition.
- Greater advertising about job placement/career planning. This is the first I heard of it from this survey.
- Make the Bookstore larger - more easily accessible.
- Nursing students compete with Dental Hygiene students for micro and other sciences.
- Working in Admissions Office and during registration not very helpful and always acted as you were putting them out.
- Counselors should get the correct information
- Grade transcripts not sent on time to ISU.
- The attitudes of the people in the Financial Aid Office.
- Decrease the tuition for international students
- The non-social atmosphere.
- The tutoring center
- More personal lectures offered for community, something compared to what Lutheran General has - talks each month on a different personal subject - self-esteem, eating disorders, relationships, etc.
- Evaluation forms for classes should be filled out for the Art Department just as in other classes.

Data Section Comparing Alumni Leaving Harper Versus
Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1983	1985	1987	1989	1991	1983	1985	1987	1989	1991
Present Status										
Employed full time, not in college	0	0	0	0	.9	24.0	31.0	25.4	20.3	21.6
Employed full time, enrolled part time	31.5	47.6	60.0	50.5	36.2	2.3	6.9	6.2	8.3	4.4
Employed full time, enrolled full time	3.6	2.4	2.1	4.2	3.4	1.6	2.1	3.2	4.9	5.8
Enrolled full time, employed part time	18.9	19.1	20.0	17.9	18.1	17.5	17.0	25.0	30.5	26.1
Enrolled full time, not employed	11.7	2.4	5.3	4.2	6.0	45.3	31.7	32.1	25.2	31.2
Enrolled part time, employed part time	22.5	21.4	11.6	14.7	25.9	1.9	1.8	2.2	2.3	2.5
Employed part time, not in college	0	0	0	0	0	4.2	3.7	2.8	3.0	4.0
Enrolled part time, not employed	11.7	7.1	1.1	8.4	9.5	.5	.5	.4	1.7	0.9
Armed Services	0	0	0	0	0	.2	0	.2	0	0
Unemployed, but seeking employment	0	0	0	0	0	1.1	2.3	.6	.2	.5
Homemaker	0	0	0	0	0	.9	1.4	1.3	1.5	.5
Other unemployed	0	0	0	0	0	.5	1.6	.6	2.1	2.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	95	116	570	435	535	472	551
Percent still at Harper	16.3	8.8	15.1	16.8	17.4					

Educational Goals	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Presently enrolled full time	34.2	23.8	27.4	30.8	28.4	64.4	50.8	60.8	60.0	63.5
Presently enrolled part time	65.8	76.2	72.6	64.8	69.0	4.7	9.2	8.9	11.5	7.8
Plan to return to college next year	0	0	0	0	1.7	13.7	10.6	10.4	12.8	11.6
Plan to return to college some day	0	0	0	0	0	6.5	15.0	12.1	8.3	9.5
Presently enrolled in specific training program	0	0	0	2.2	0	.5	.5	.2	.9	.9
No plans to continue education	0	0	0	1.1	0	4.6	7.4	4.3	2.2	1.6
Educational plans unknown	0	0	0	1.1	.9	5.6	6.5	3.4	4.3	5.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	91	116	570	435	530	460	550

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Graduation Status	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
A.A. Degree	11.7	30.9	20.0	21.1	27.8	35.3	42.1	52.5	52.7	55.6
A.S. Degree	5.4	14.3	9.5	10.5	4.3	22.1	20.0	16.1	13.6	11.7
A.A. S. Degree	2.7	2.4	3.2	1.1	.9	3.0	2.8	.4	.6	1.1
ALS Degree	0	0	1.1	0	0	.3	.2	.2	0	0
Combination of Degrees	0	3.6	1.3	0	0	1.4	3.0	1.3	3.2	1.3
Certificate	.9	3.6	2.1	2.1	4.3	.2	.8	.9	1.3	1.1
No Degree	79.3	45.2	62.1	65.3	62.6	37.7	31.1	28.7	28.7	29.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	95	115	570	434	547	471	547

Job Information	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1983	1985	1987	1989	1991	1983	1985	1987	1989	1991
Business or Finance	16.1	11.9	14.6	17.5	25.5	17.1	15.3	18.3	16.2	18.8
Office or Clerical	5.8	15.0	10.4	13.9	14.3	11.1	15.3	12.7	16.7	12.8
Retail Stores - Sales	10.3	7.9	9.3	3.6	5.1	9.8	10.3	10.4	9.0	6.4
Food Services	6.9	7.9	4.5	6.6	7.1	12.0	7.8	8.5	6.0	9.6
Sales	9.2	10.5	7.9	7.2	9.2	10.4	7.7	8.2	11.0	11.9
Unskilled, Custodial	4.6	0	6.7	6.6	7.1	3.4	3.3	7.5	6.0	5.2
Trades	6.9	2.6	8.1	8.4	5.1	5.1	6.1	6.5	4.3	4.9
Educational	5.8	3.5	3.4	6.0	2.0	3.9	3.4	5.4	3.9	7.0
Health Fields	5.8	18.4	6.7	6.0	4.1	4.5	6.5	5.3	3.1	5.8
Engineering or Related Technology	4.6	11.9	6.7	6.0	6.1	2.7	4.8	5.1	2.9	3.8
Social or Religious	4.6	0	1.1	0	1.0	0	2.4	2.8	2.1	1.4
Computer Field	1.1	3.2	7.0	4.8	1.0	4.5	3.9	2.1	4.6	2.6
Factory - Semiskilled	4.6	2.6	6.7	4.8	4.1	2.1	3.7	1.0	3.7	2.9
Legal, Governmental or Political	1.1	3.2	1.1	3.6	1.0	2.7	.5	.9	1.5	2.6
Other	0	0	2.2	.6	0	0	0	.9	1.2	0
Communications and Entertainment	1.1	0	1.1	0	1.0	3.3	3.8	.7	1.2	1.2
Arts or Humanities	1.1	0	0	0	0	1.2	1.7	.7	1.2	.3
Police, Fire, Security	0	0	1.1	1.2	3.1	3.4	.7	.7	.9	1.2
Transportation	5.8	0	0	3.0	3.1	1.4	1.5	.4	2.2	.9
Environmental or Agricultural	2.3	0	0	0	0	1.4	.6	.4	.9	.6
Scientific	2.3	1.4	1.1	0	0	0	.7	.3	1.4	.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	87	38	89	83	98	292	270	340	327	345

Data Section Comparing Alumni Leaving Harper Versus
Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1983	1985	1987	1989	1991	1983	1985	1987	1989	1991
Identical	3	13.8	16.3	18.0	16.9	8.2	9.9	13.0	8.6	6.8	9.6
Closely Related	2	17.2	13.2	22.5	16.9	18.6	15.4	20.0	16.4	18.6	14.3
Somewhat Related	1	18.4	39.5	18.0	18.1	23.7	17.1	24.4	21.5	19.3	23.9
Not Related	0	50.6	21.0	41.6	48.2	49.5	57.6	42.6	53.5	55.3	52.2
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		87	38	89	83	97	292	270	344	322	343
Degree of Relatedness		.94	1.45	1.17	1.02	.86	.78	1.03	.80	.77	.81

Job Location	Distance Index	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Downtown Chicago	2	3.4	7.9	1.1	3.7	1.0	3.4	8.0	6.6	3.4	3.2
Outer fringes of Chicago	1	4.6	2.6	0	3.7	1.0	2.5	3.9	1.7	2.5	1.7
Harper District	0	85.1	81.6	81.3	75.6	84.7	76 9	68.5	63.1	75.7	75.6
Other Chicago Suburbs	1	5.7	2.6	16.1	14.6	13.3	7.5	8.0	17.4	11.0	13.0
Within 40-100 miles	3	1.2	5.3	1.5	2.4	0	2.5	7.2	2.3	3.4	1.7
100 - 500 miles away	4	0	0	0	0	0	1.7	3.0	3.9	2.2	2.0
More than 500 miles	5	0	0	0	0	0	4.1	1.8	4.9	1.9	3.2
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.21	.37	.23	.33	.16	.66	.53	.80	.48	.50
Number		87	38	89	82	98	292	270	345	323	347

Educational Data Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Freshman	1	1.8	0	1.1	1.2	3.7	.3	.8	.3	1.2	.8
Sophomore	2	57.3	40.5	63.7	63.4	72.2	5.8	1.5	1.6	1.5	1.1
Junior	3	34.6	34.5	18.7	23.2	21.3	78.9	49.4	43.2	58.2	69.4
Senior	4	1.8	9.5	3.3	7.3	.9	13.0	43.6	50.5	38.1	27.4
Graduate School	5	1.8	11.9	0	0	0	1.0	3.5	3.0	.3	.8
Professional School	5	.9	0	1.1	0	0	1.0	.8	.3	0	.5
Other	NI	1.8	3.6	12.1	4.9	1.9	0	.4	1.1	.6	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.41	2.93	2.31	2.38	2.20	3.11	3.49	3.55	3.35	3.27
Number of Responses		110	42	91	82	108	394	257	368	328	372

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Business	28.9	30.9	36.2	39.9	28.2	35.6	32.2	35.5	30.6	23.1
Education	2.7	2.4	2.3	4.3	8.2	7.8	3.8	7.6	11.3	15.8
Other Social Sciences	2.7	0	0	1.1	2.7	6.5	4.9	7.2	9.6	10.4
English, Literature and Speech	0	0	2.3	0	.9	3.0	4.0	4.3	8.9	6.5
Psychology	3.6	0	2.3	1.1	4.5	5.8	6.2	6.3	8.5	9.1
Biological Sciences	3.6	2.4	2.3	3.2	3.6	5.0	6.4	2.7	4.8	4.9
Computer Science	2.7	0	4.6	2.1	1.8	4.1	3.7	2.6	4.0	1.6
Art	4.5	2.4	5.7	5.3	3.6	3.0	3.9	3.5	3.8	3.9
Engineering and Technology	17.1	16.6	10.3	9.6	10.0	7.4	13.1	7.3	3.2	5.5
Health Fields	10.8	23.8	14.4	7.4	2.7	4.1	4.3	2.7	2.8	4.9
Humanities and Liberal Arts	9.0	7.1	3.4	4.3	10.9	1.8	3.5	5.8	1.5	2.1
Journalism	2.7	2.4	0	0	0	6.6	3.5	3.9	1.5	.5
Law Related	.9	0	2.3	.5	1.8	.5	.6	1.5	1.2	1.8
Math	2.7	0	1.1	2.1	.9	1.3	2.0	1.6	.9	1.3
Physical Education and Recreation	0	2.4	.6	1.1	0	2.3	1.9	1.6	.9	2.9
Physical Science	2.7	0	9.8	3.2	1.8	.5	1.2	1.6	.9	1.0
Music	4.5	2.4	1.1	1.1	0	2.0	1.2	.1	.9	.5
Food Service	.9	0	0	0	0	.5	.6	0	.9	0
Other	0	0	.2	9.6	0	0	0	.2	.9	.3
Language	0	2.4	1.1	0	0	.1	0	1.0	.6	1.3
Architecture	0	0	0	3.2	1.8	.5	.4	.7	.6	1.0
Home Economics	0	2.4	0	0	0	1.3	1.2	1.2	.4	.3
Agriculture and Conservation	0	2.4	0	1.1	0	.3	1.4	.8	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	87	56	110	393	256	368	331	385

		Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
Status Level	Status Index	1983	1985	1987	1989	1991	1983	1985	1987	1989	1991
Unskilled Labor	1	8.1	2.7	11.5	6.1	7.9	7.2	6.8	14.6	7.9	8.7
Semiskilled	2	34.9	31.1	27.6	31.7	40.4	27.4	24.7	25.2	34.0	40.3
Technician, Skilled Labor or Foreman	3	18.6	13.5	16.1	19.5	18.0	16.1	16.2	15.7	15.9	12.8
Beginning Professional	4	26.7	31.1	31.0	35.4	25.8	38.4	43.8	34.9	32.7	29.3
Experienced Professional or Second Line Supervisor	5	10.5	21.6	10.3	7.3	6.7	9.9	7.3	6.7	7.9	7.2
Creative Scientist, Researcher or Upper Middle Management	6	1.2	0	0	0	1.1	.3	.8	.6	1.6	1.2
Vice President or Higher	7	0	0	3.4	0	0	.7	.4	2.2	0	.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		86	37	87	82	89	292	265	335	315	335
Mean Index Level		3.00	3.38	3.15	3.06	2.87	3.20	3.24	3.05	3.03	2.92

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
Annual Salary	1983	1985	1987	1989	1991	1983	1985	1987	1989	1991
Under $7,000	9.1	0	1.9	6.3	0	6.7	3.4	1.2	2.9	.7
$ 7,000 to $ 8,999	14.3	0	1.9			9.3	1.7	2.9		
$ 9,000 to $ 9,999	9.1	0	0	4.2	0	8.5	3.4	1.7	2.2	1.4
$10,000 to $11,999	10.4	7.2	3.8			18.1	13.6	9.2		
$12,000 to $14,999	16.9	21.4	13.2	22.9	11.4	20.0	17.8	16.8	17.5	11.7
$15,000 to $19,999	18.1	21.4	22.6	12.5	45.7	18.9	26.3	26.6	25.5	35.2
$20,000 to $24,999	11.7	21.4	28.3	22.9	20.0	10.7	23.7	18.5	24.8	22.1
$25,000 to $29,999	7.8	7.2	17.0	14.6	5.7	4.4	5.9	9.2	10.9	11.7
$30,000 to $39,999	2.6	0	7.5	8.3	17.1	3.0	2.5	11.0	12.4	10.3
$40,000 to $49,999	0	0	0	8.3	0	.4	1.7	1.2	2.2	2.8
$50,000 to $59,999	0	0	3.8	0	0	0	0	1.7	1.5	2.8
Over $60,000	0	0	0	0	0	0	0	0	0	1.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$14760	$20643	$22075	$21552	$21,500	$14683	$17750	$20364	$21719	$23169
Median Salary	$12808	$20000	$21000	$20682	$19063	$13111	$16774	$18369	$20294	$20156
Number	77	14	53	48	35	270	118	173	137	145

Degree of Relatedness of Present Major to Major at Harper	Relat-edness Index	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Identical	3	68.3	43.5	72.7	75.0	22.2	41.1	37.8	34.3	39.9	40.1
Closely Related	2	13.4	33.9	8.0	10.7	33 3	27.4	28.6	25.3	23.9	21.2
Somewhat Related	1	5.8	9.7	9.1	1.8	33.3	20.6	19.7	23.6	20.8	21.0
Not Related	0	12.5	12.9	10.2	12.5	11.1	10.9	13.9	16.9	15.4	17.7
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index		2.38	2.08	3.07	3.21	1.56	1.99	1.90	1.88	2.07	2.03
Number of Responses		104	31	88	56	9	394	259	356	331	372

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year

Cost of Present College	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	1991	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989	1991
Less than $500	30.4	15.0	46.4	55.4	32.3	1.9	2.8	2.0	2.8	1.8
$ 500 to $ 1,000	38.2	40.0	26.2	21.7	25.8	.8	2.1	1.3	3.7	1.8
$ 1,000 to $ 1,500	18.6	10.0	9.5	10.8	16.1	2.6	2.1	3.9	3.4	2.4
$ 1,500 to $ 2,000	6.9	5.0	3.6	3.6	0	3.1	5.0	3.2	1.9	3.6
$ 2,000 to $ 2,500	2.9	10.0	2.4	0	12.9	4.7	3.6	3.2	3.1	4.8
$ 2,500 to $ 3,000	0	5.0	2.4	1.2	0	8.4	2.8	4.7	5.0	6.5
$ 3,000 to $ 4,000	2.0	0	4.8	3.6	0	16.7	12.8	8.8	6.2	8.9
$ 4,000 to $ 5,000	0	10.0	0	0	6.5	21.7	17.7	11.7	7.8	3.6
$ 5,000 to $ 6,000	0	0	1.2	0	0	20.1	18.4	17.5	13.7	10.7
$ 6,000 to $ 7,000	1.0	5.0	2.4	0	0	6.5	16.3	16.4	16.1	7.7
$ 7,000 to $ 8,000	0	0	0	0	0	5.2	3.6	9.9	13.4	17.3
$ 8,000 to $10,000	0	0	0	0	3.2	5.8	7.1	8.2	10.6	10.1
$10,000 to $12,000	0	0	0	1.2	0	2.6	3.6	5.0	5.3	10.7
$12,000 to $15,000	0	0	1.2	1.2	3.2	0	2.1	3.5	5.3	6.0
$15,000 to $20,000	0	0	0	1.2	0	0	2.1	.6	1.9	3.0
Over $20,000	0	0	0	0	0	0	0	0	0	1.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$ 929	$1695	$1184	$1274	$1863	$4715	$5165	$5776	$6217	$6854
Number of Responses	102	20	84	83	31	383	141	342	322	168

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APPENDIX

Survey Instrument

- With Cover Letter

William Rainey Harper College
Office of Planning and Research
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Spring 1992

Dear Alumnus:

We are following every alumnus (48 credit hours or more) of Harper College, and we would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper College.

In order for Harper properly to evaluate itself and maintain itself as a quality institution, it is essential that the College have good information on former students. Any information you supply will be kept strictly confidential and will be used only in combination with responses from other students. The number on the survey enables us to take your name off the mailing list when your completed response is received. This saves the cost of unnecessary mailings and saves you the bother of receiving a second copy of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this questionnaire. When you have completed the survey, please fold booklet with Harper College return address on the outside, staple or tape closed, and mail.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and
Institutional Research

This number identifies you. When we receive your completed survey, we will remove your name from the mailing list so you will not be bothered with a second mailing of this survey or a follow-up telephone call.

TA/92

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1200 W ALGONQUIN ROAD
PALATINE IL 60067-9987

Harper College Alumni Follow-Up Questionnaire

Please give a permanent address where you can always be reached:

Name_____ Soc. Sec. #_____

Address_____ Telephone_____

This questionnaire contains the following sections:
General Status, Employment, Present Education and Evaluation of your experience at Harper College.

Read the following items carefully and for each make a (✓) on the line beside the most appropriate alternative. Mark **ONLY ONE** alternative per item unless otherwise stated.

General Status

1. Major field while at Harper

- ____A. Architecture
- ____B. Art
- ____C. Biological Science
- ____D. Business
- ____E. Communications
- ____F. Education
- ____G. Engineering
- ____H. Humanities and Liberal Arts
- ____I. Mathematics
- ____J. Music
- ____K. Physical Education and Recreation
- ____L. Physical Science
- ____M. Pre-Law
- ____N. Pre-Medical
- ____O. Psychology
- ____P. Other Social Science
- ____Q. Undecided

2. What is your present status?

- ____A. I am employed full time but am not enrolled in college.
- ____B. I am employed full time and am enrolled in college part time.
- ____C. I am employed full time and am enrolled in college full time.
- ____D. I am enrolled in college full time and am employed part time.
- ____E. I am enrolled in college full time but am not employed.
- ____F. I am enrolled in college part time and employed part time.
- ____G. I am employed part time but am not enrolled in college.
- ____H. I am enrolled in college part time but not employed.
- ____I. I am in the Armed Forces.
- ____J. I am unemployed and not enrolled in college but am seeking employment.
- ____K. I am a homemaker not employed nor enrolled in college.
- ____L. I am not employed nor enrolled in college for some reason such as illness or in transition, etc.

3. What are your present educational goals?

- ____A. I am presently enrolled full time in a college or university. (This includes Harper)
- ____B. I am presently enrolled part time in a college or university. (This includes Harper)
- ____C. I plan within the next year to return to college.
- ____D. I plan to return to college some day.
- ____E. I am presently enrolled in a specific training program.
- ____F. I have no plans at present to continue my education.
- ____G. My education plans are unknown at this point.

4. Did you graduate from Harper? (Mark any degree earned)

- ____A. Yes, with AA degree
- ____B. Yes, with AS degree
- ____C. Yes, with AAS degree
- ____D. Yes, with ALS degree
- ____E. Yes, with this combination of degrees_____
- ____F. Yes, with certificate
- ____G. No

5. If you did not receive a degree from Harper, indicate why you did not.

- ____A. I am still enrolled at Harper
- ____B. I have moved
- ____C. Family responsibilities
- ____D. Job demand
- ____E. New job opportunity
- ____F. Personal problems
- ____G. I saw no relationship between the courses and my personal, occupational or educational goals
- ____H. I have not met all the requirements yet
- ____I. I had taken all courses I wanted to take
- ____J. Harper offered no further courses I wanted
- ____K. My educational goals were not defined
- ____L. I preferred transfering to another college
- ____M. I had no interest in obtaining an associate degree
- ____N. Did not bother to petition
- ____O. GPA was too low
- ____P. Financial problems
- ____Q. Other (specify)_____

Employment

If you are employed full time or part time, please answer the following items:

Name and Address of Employer_____

Job Title_____

6. How would you classify your present occupation?

___A. Social or Religious
___B. Educational
___C. Legal, Governmental or Political
___D. Sales
___E. Business or Finance
___F. Scientific
___G. Engineering/Related technology
___H. Retail Store Sales
___I. Unskilled Labor/Custodial
___J. Computer Field
___K. Police/Fire/Security
___L. Communication or Entertainment
___M. Medical Fields
___N. Arts or Humanities
___O. Trades
___P. Factory Semi-Skilled
___Q. Office or Clerical
___R. Food Service
___S. Transportation
___T. Agricultural or Environmental
___U. Other (specify)_____

7. How related is your present job to your major field at Harper?

___A. They are identical
___B. They are closely related
___C. They are somewhat related
___D. They are not related

8. Which of the following items best describes your employment status?

___A. Unskilled labor
___B. Semi-skilled labor
___C. Technician, skilled labor or foreman
___D. Beginning professional
___E. Experienced professional or second line supervision
___F. Creative scientist or researcher or upper middle management
___G. Vice president level or higher

9. If your present job is part time, indicate why. Check (✓) one.

___A. I prefer to work part-time.
___B. I could not find a full-time job in my field and a part-time job is the only way I could work in my field.
___C. I could not find any full-time job and this part-time job was my next best alternative.
___D. This part-time job is temporary while I attend college or am in a transitional part of my life.
___E. Other reason why I am working part time — (specify)
_____
_____

10. If you are employed full time, please check (✓) your annual salary.

___A. Under $7,000 per year or $3.36 per hour
___B. $ 7,000-$ 9,999 per year or $ 3.37-4.80 per hour
___C. $10,000-$14,999 per year or $ 4.81-7.20 per hour
___D. $15,000-$19,999 per year or $ 7.21-9.61 per hour
___E. $20,000-$24,999 per year or $ 9.62-12.02 per hour
___F. $25,000-$29,999 per year or $12.03-14.42 per hour
___G. $30,000-$39,999 per year or $14.43-19.22 per hour
___H. $40,000-$49,999 per year or $19.23-24.03 per hour
___I. $50,000-$59,999 per year or $24.04-28.84 per hour
___J. Over $60,000 per year or $28.85 per hour

11. Where is your job located?

___A. Downtown Chicago
___B. Outer fringes of Chicago city limits
___C. Northwest Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Wheeling, Buffalo Grove, Elk Grove, Mt. Prospect, Prospect Heights)
___D. Other Chicago area suburbs
___E. Within 49-100 miles of Chicago
___F. In Illinois, more than 100 miles from Chicago
___G. Outside of Illinois (specify)
_____
_____
_____

12. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper Helped Me Considerably	Harper Helped Me Somewhat	Harper Did Not Help Me at All
A. Specific job knowledge	_____	_____	_____
B. Technical job skills	_____	_____	_____
C. Written communication skills	_____	_____	_____
D. Verbal communication skills	_____	_____	_____
E. Person-to-person communication skills	_____	_____	_____
F. Managerial skills	_____	_____	_____
G. Maturity and self-confidence	_____	_____	_____
H. Broadened horizons	_____	_____	_____
I. Other (specify)_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

13. How did you find your job?

___A. The coordinator of my program helped me find it.
___B. Another faculty member helped.
___C. A friend or relative helped me.
___D. Newspaper ads
___E. Placement Office at Harper
___F. Employment Agency
___G. Placement office at another college or high school
___H. I found my job on my own.
___I. I am working on the same job I had since I first enrolled at Harper.
___J. Another college helped me.
___K. Internship program at Harper
___L. My professional association's placement service
___M. Through temporary employment service
___N. Employer found me.
___O. Found my job through another source. (specify)_____
_____

Education

14. In which college or university are you enrolled?

___A. Northern Illinois
___B. University of Ill., Chicago
___C. University of Ill., Champaign
___D. Western Illinois
___E. Southern Illinois
___F. Harper
___G. Illinois State
___H. Loyola
___I. Roosevelt
___J. Ill. Institute of Technology
___K. University of Iowa
___L. Columbia College
___M. Bradley
___N. Northeastern Illinois
___O. Marquette
___P. Elmhurst
___Q. DePaul
___R. University of Wis., Madison
___S. Trinity College
___T. Arizona State University
___U. Other (specify)_____

15. Which of the following best describes your status?

___A. Freshman
___B. Sophomore
___C. Junior
___D. Senior
___E. Graduate School
___F. Professional School
___G. Other (specify)_____

16. What is your major field?

___A. Agriculture and Conservation
___B. Architecture
___C. Art
___D. Biological Science
___E. Business
___F. Education
___G. Engineering
___H. English/Literature/Speech
___I. Home Economics
___J. Humanities and Liberal Arts
___K. Language
___L. Law
___M. Mathematics
___N. Medical Field
___O. Music
___P. Physical Education and Recreation
___Q. Physical Science
___R. Psychology
___S. Other Social Science
___T. Journalism
___U. Computer Science
___V. Food Service
___W. Undecided
___X. Other (specify)_____
_____

17. How related is your present major to your major at Harper?

___A. They are identical
___B. They are closely related
___C. They are somewhat related
___D. They are not related

18. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

___A. 0-20 percent
___B. 20-40 percent
___C. 40-60 percent
___D. 60-80 percent
___E. 80-90 percent
___F. All but 2 or 3 courses
___G. All but one course
___H. Transferred all courses

19. If all your courses did not transfer, give reasons why. Check (✔) all that apply

___A. Changed majors at Harper or upon transfer
___B. Changed my mind while at Harper about college to which I would transfer
___C. Did not investigate carefully enough the transfer requirements while I was at Harper College
___D. Was given misleading transfer information while at Harper
___E. Other (specify)_____
_____
_____

20. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✔) the closest GPA.

A.	___4.0	___3.8	___3.6	___3.4	___3.2
B.	___3.0	___2.8	___2.6	___2.4	___2.2
C.	___2.0	___1.8	___1.6	___1.4	___1.2
D.	___1.0	___Less than 1.0			

21. At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe_____
_____
_____
_____
_____
_____
_____

22. How much does it cost you (or your family) per year for you to attend your present college? Include tuition, books, room and board, and personal expenses. Check (✔) one.

___A. Less than $500
___B. $ 500-$1,000
___C. $1,000-$1,500
___D. $1,500-$2,000
___E. $2,000-$2,500
___F. $2,500-$3,000
___G. $3,000-$4,000
___H. $4,000-$5,000
___I. $ 5,000-$6,000
___J. $ 6,000-$7,000
___K. $ 7,000-$8,000
___L. $ 8,000-$10,000
___M. $10,000-$12,000
___N. $12,000-$15,000
___O. $15,000-$20,000
___P. over $20,000

Did anything that happened to you at Harper make the transfer to your present college easier or more difficult? If so, please describe._____
_____
_____
_____

Evaluation Items

23. Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect for both Harper and your present college.

1-Excellent
2-Very good
3-Average
4-Borderline effectiveness
5-Poor or ineffective
6-Did not use
7-Unaware of such a service

Harper	College Now Attending Other Than Harper (If Any)	
___	___A.	Teaching faculty
___	___B.	Course selection
___	___C.	Admissions program
___	___D.	Records and registration
___	___E.	Student activities (lectures, concerts, films, clubs, social events, student government, publications, game area)
___	___F.	Personal counseling with counselors
___	___G.	Placement Office
___	___H.	Financial Aid
___	___I.	Health Service
___	___J.	Intercollegiate athletics
___	___K.	Food Service
___	___L.	Intramurals
___	___M.	Learning Resources Center/Media and Library
___	___N.	Learning atmosphere
___	___O.	Other students
___	___P.	Veterans' Office
___	___Q.	Tutoring Center
___	___R.	Women's Program
___	___S.	Remedial-Developmental courses
___	___T.	Disabled/Handicapped services
___	___U.	Human potential course/PSY 107
___	___V.	Instructional strategies in classroom
___	___W.	Laboratories
___	___X.	Internships or field experiences
___	___Y.	Career planning and development Course/PSY 108
___	___Z.	College survival skills course/PSY 106
___	___AA.	Workshops or special programs sponsored by Student Development
___	___BB.	College Days/Nights — Visit from 4-year university representatives
___	___CC.	Computer resources

24. Which courses taken at Harper have been of **most** benefit or **least** benefit to you on the job, in college, or in the community? Check (✔) all that apply.

		Most Benefit	Least Benefit
___A.	Anthropology	_____	_____
___B.	Architecture	_____	_____
___C.	Art	_____	_____
___D.	Astronomy	_____	_____
___E.	Biology	_____	_____
___F.	Career Planning and Development	_____	_____
___G.	Chemistry	_____	_____
___H.	Child Development	_____	_____
___I.	Data Processing	_____	_____
___J.	Economics	_____	_____
___K.	Education	_____	_____
___L.	English	_____	_____
___M.	Fashion Design	_____	_____
___N.	Foreign Language	_____	_____
___O.	General Business	_____	_____
___P.	Geology	_____	_____
___Q.	History	_____	_____
___R.	Human Potential Seminar	_____	_____
___S.	Humanities	_____	_____
___T.	Literature	_____	_____
___U.	Mathematics	_____	_____
___V.	Mechanical Engineering	_____	_____
___W.	Music	_____	_____
___X.	Philosophy	_____	_____
___Y.	Physical Education and Recreation	_____	_____
___Z.	Physical Science	_____	_____
___AA.	Physics	_____	_____
___BB.	Political Science	_____	_____
___CC.	Psychology	_____	_____
___DD.	Secretarial Science	_____	_____
___EE.	Sociology	_____	_____
___FF.	Speech	_____	_____
___GG.	Linguistics	_____	_____
___HH.	Computer Science	_____	_____

25. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community? Please specify:

_____
_____
_____
_____

26. Was the Learning Resources Center (first and second floor, Building F) of help to you while attending Harper? Check (✔) those that apply.

____A. I very seldom or never used the Center.
____B. I found the Center a good place to study.
____C. It was easy to find and check out almost all the books I needed.
____D. The audiovisual material available in the media section was very helpful.
____E. I had trouble getting most of the material I needed. (Explain)_____
____F. Other_____

Academic Computer Usage

27. Have you ever used a computer terminal or a microcomputer at Harper in conjunction with a course? Check (✔) one.

____A. Yes — often
____B. Yes — a few times
____C. No — never

28. If you have used a micro or terminals, check (✔) the location you have used.

____A. Mainframe terminals in Building I
____B. Word processing micros in Building I
____C. Micro lab in Building I
____D. Micro lab in Building J
____E. Instructional computer terminals in Building D
____F. Microcomputers in Building D
____G. Microcomputers in Building A
____H. Microcomputer lab(s) at Northeast Center
____I. CAD/CAM Center in Building H
____J. Other CAD related lab in Building H
____K. Microcomputers in Building C
____L. Microcomputers in Building F
____M. Microcomputers elsewhere (specify)
_____

29. In which courses have you used microcomputers or computer terminals? Check (✔) all those that are appropriate.

____A. Data Processing
____B. Physics
____C. Chemistry
____D. Word Processing
____E. Math or Statistics
____F. Engineering Tech
____G. Electronics
____H. Music
____I. Art
____J. Other (specify)_____
_____

30. Have you had any problems using or getting access to the microcomputers or computer terminals while at Harper College?

____A. No
____B. Yes (specify type of problem)_____
_____
_____

31. Has using the computer or the terminals helped you in your present situation?

____A. Yes, it has helped me (explain)_____
_____
____B. No, it has not helped me (explain)_____
_____
____C. I did not use the computer or terminals at Harper.

Student Goals and Services

32. How many times did you change your educational or vocational goals as a result of attending Harper?

____A. More than one major change
____B. One major change
____C. Made only minor change(s)
____D. I am not sure I made a change
____E. Never

33. Also, if you made changes, check (✔) what services you used.

____A. Counseling
____B. Career Library
____C. Placement Office
____D. Talk with faculty
____E. Talk with friends or relatives
____F. Specific course helped me
____G. Career Center
____H. Magazine articles and job opportunity ads
____I. I made decision all by myself without help
____J. Four-year college literature and catalogs
____K. Other (specify)_____
_____

34. Did you use academic advising services at Harper in making your educational plans? Check (✔) one.

A. ____ Yes
B. ____ No

If Yes, was the advising received from a counselor helpful?

C. ____ Yes (explain)_____
_____
D. ____ No (explain)_____
_____

35. Who served as your advisor?

____A. Student Development faculty member (counselor)
____B. Teaching faculty member
____C. Information Specialist

36. Did you apply for financial aid or veterans' benefits while at Harper?

____A. Yes
____B. No — I did not require financial assistance
____C. No — I did not think I qualified

37. If you applied for financial aid or veterans' benefits, did you receive any aid or benefits?

____A. Yes
____B. No

38. If you applied for financial aid or veterans' benefits, how satisfied were you with the services received from the Financial Aid Office?

____A. Very satisfied
____B. Satisfied
____C. Neutral
____D. Dissatisfied

39. Check which student activities or non-classroom experiences were of **most** or **least** benefit to you. If not applicable, leave blank.

	Most Benefit	Least Benefit
A. Guest speakers	_____	_____
B. Concerts	_____	_____
C. Films	_____	_____
D. Clubs	_____	_____
E. Intramural sports	_____	_____
F. Varsity athletics	_____	_____
G. *Harbinger*	_____	_____
H. Radio station – WHCM	_____	_____
I. Mini courses	_____	_____
J. Human potential seminars	_____	_____
K. *Point of View*	_____	_____
L. Field trips	_____	_____
M. Studio theater	_____	_____
N. Student Senate, Program Board, etc.	_____	_____
O. Band, orchestra or choral group	_____	_____
P. Pom pon squad	_____	_____
Q. Peer counseling	_____	_____
R. Other (specify)_____	_____	_____

40. Make any other comments you wish to make concerning Harper College.

_____
_____
_____
_____

41. Would you recommend Harper to someone else?

____A. Definitely, yes
____B. Not sure
____C. Definitely, no

42. If you could change one thing about Harper, what would it be?_____
_____
_____

Harper Experiences

43. How many hours did you work per week while attending Harper?

____A. I did not work
____B. 1 to 5 hours
____C. 6 to 10 hours
____D. 11 to 15 hours
____E. 16 to 20 hours
____F. 21 to 25 hours
____G. 26 to 30 hours
____H. Over 30 hours

44. How would you describe this work?

____A. It was identical to what I am now doing.
____B. It was related or beneficial to what I am now doing.
____C. It was of little benefit to what I am now doing except that it helped pay my way through college.

45. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, sports, etc.?

____A. I did not participate.
____B. 1 to 3 hours per week
____C. 4 to 7 hours per week
____D. 8 to 12 hours per week
____E. Over 12 hours per week

46. How many hours per week did you spend socializing such as in informal sessions in the cafeteria or lounge, playing cards or pool, etc.?

____A. Less than one hour
____B. 1 to 6 hours
____C. 7 to 12 hours
____D. 12 to 20 hours
____E. Over 20 hours

***Thank you* for participating in this survey. When you have completed all questions, please refold this form with the Harper College address panel on the outside, tape or staple together, and drop form in the mail.**

William Rainey Harper College
Office of Planning and Research
1200 West Algonquin Road
Palatine, Illinois 60067-7398

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☑ **Your Expert Opinion Is Important to Harper**

☑ **Please Complete and Return This Survey**

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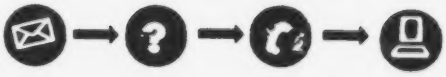

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